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ABSTRACT

This simulation allows students to pretend to go to a one-room schoolhouse in the last half of the 19th century. Students work to earn points in order to graduate from Apple Valley School. A sense of history is developed as students learn about a "school of long ago" and compare it to today's schools. Role play, writing activities, and critical thinking activities are included in the packet. The basic unit consists of 10 one-hour lessons focusing on the history of the one-room schoolhouse experience. A literature-based unit outlines 10 optional one-hour lessons focusing on the history of the period and details of pioneer home life. Suggestions are offered for teaching pioneer themes in the areas of mathematics, spelling, music, art, and physical education. (Includes a 4-page student guide with a center- fold map.) (EH)

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INTERACT
LEARNING THROUGH INVOLVEMENT

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APPLE VALLEY SCHOOL

A simulation of pioneer life in a one-room schoolhouse

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SAMPLE

APPLE VALLEY SCHOOL

A simulation of pioneer life in a one-room schoolhouse

JANET FREY, author of APPLE VALLEY SCHOOL, majored in history and geography at the University of California, Santa Barbara. Currently she teaches fourth grade at Jamul Elementary School near San Diego. There she uses simulations and other cooperative learning materials to involve all her students, including those just learning to speak English.

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PURPOSE

APPLE VALLEY SCHOOL is a simulation which allows students to pretend to go to a one-room schoolhouse in the last half of the 19th century. Students work to earn points in order to graduate from Apple Valley School. One hard-working student graduates at the Top of the Class. A beginning sense of history is developed as they learn about schools of long ago and compare them to today's schools. On their journey toward graduation, students experience the following:

Knowledge

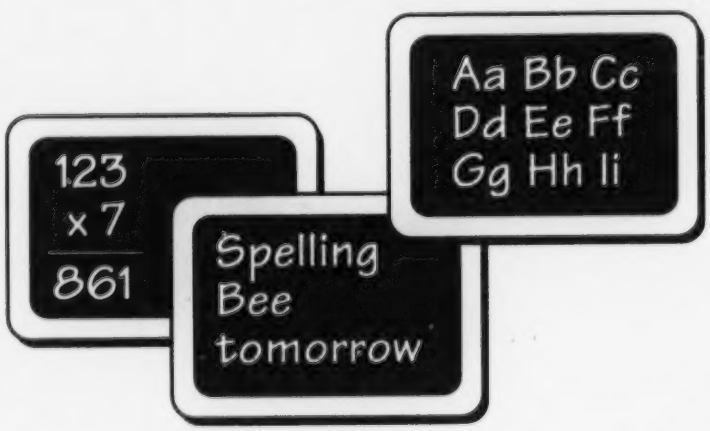
1. The beginnings of the public school system
2. A physical description of the one-room schoolhouse
3. Life as a student in a one-room school
4. Life as a teacher in a one-room school
5. Other types of schools circa 1850-1900

Feelings

1. Excitement as they role play life in the past
2. Appreciation of a different period of history
3. Empathy for students and teachers of the past
4. Appreciation of progress made in education

Skills

1. Highlighting main ideas
2. Writing diary entries
3. Conducting an interview
4. Cooperating in a small group to make a poster
5. Making decisions about simulated problem situations
6. Choosing and completing an extension project



OVERVIEW

After coloring and posting on their classroom wall the large APPLE VALLEY map, students begin their journey back in time when they are given a new STUDENT IDENTITY. After they are assigned this new name, age, and family history, they meet with their new family group to create a poster portraying their family members at work and play in their new home.

While living their new identities from ages four to 19, students attend school in a one-room schoolhouse called Apple Valley School. Students and their pioneer school teacher work together to come up with a list of ways to earn points toward graduation. In order to graduate from Apple Valley School, students need to do many things they normally do in school. They are given points for getting to school on time, for completing and returning homework, and for showing good citizenship. They also earn graduation points by writing DIARY ENTRIES, by making good DECISIONS, by completing CHALLENGE TASKS, by conducting SCHOOL DAYS INTERVIEWS, and by calculating the consequences of FATE CARDS. (The latter are used to involve boys and girls in the good and bad things that might have happened in pioneer schools.)

The simulation concludes with students, parents, and others from your school attending a special graduation ceremony and picnic celebrating your Apple Valley School students' achievements.

INITIAL PREPARATION - 1

Before you begin, carefully read the Student Guide, browse through all of this Teacher Guide, and then *carefully* read this Initial Preparation section.

When during the year ... and for how long?

Decisions regarding time

1. This simulation can be done anytime during the school year. Scheduling it for the last few weeks of school, however, has several advantages. The room alterations recommended below are an easy way to get a head start on end-of-the-year room clean up. In addition, the graduation points are an excellent means of classroom control for the hectic last weeks of school. Finally, scheduling students' graduation from APPLE VALLEY SCHOOL on the last day of real school makes an especially memorable culmination to the school year.
2. Consider three main time options when designing your APPLE VALLEY SCHOOL unit.
   - The BASIC UNIT TIME CHART on page 8 outlines 10 one-hour lessons that are completely contained within this guide. These lessons focus on the history of the one-room schoolhouse experience.
   - A LITERATURE BASED UNIT TIME CHART on page 21 outlines 10 optional one-hour literature based lessons requiring outside resource materials. These lessons focus on the history of the period and details of pioneer home life.
   - An additional page of TEACHING OPTIONS on pages 31-33 outline optional suggestions for teaching pioneer themes in the areas of math, spelling, music, art, and physical education.
3. Study the DAILY LESSON PLANS, OPTIONAL LITERATURE BASED LESSON PLANS, and TEACHING OPTIONS before making your decision. APPLE VALLEY SCHOOL is easily adapted from a daily one-hour lesson to a full day experience.

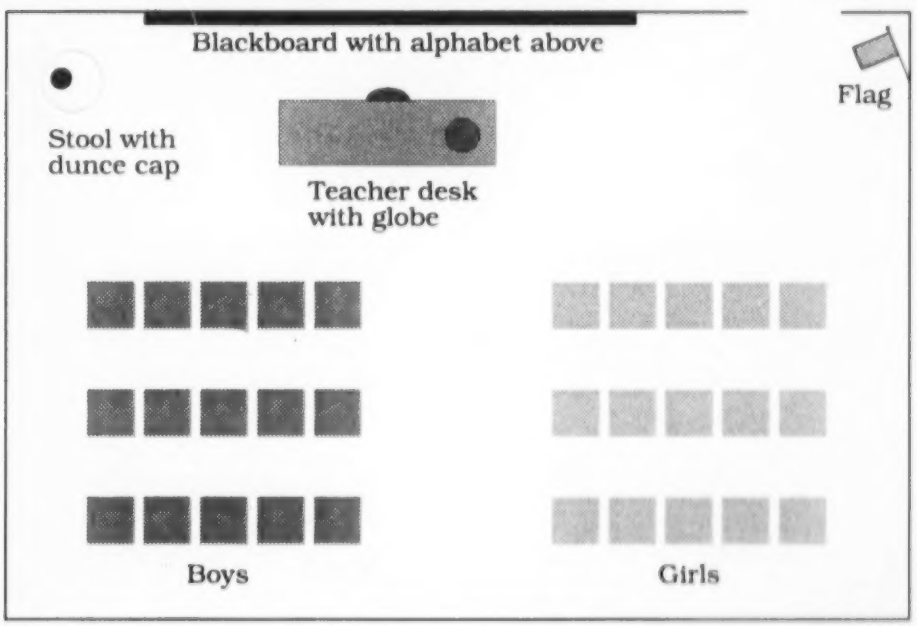
More than one class in your school?

1. If you have colleagues teaching the same grade level in your school, consider asking them to join you in using this simulation at the same time. All the second grade teachers in the author's school regularly use APPLE VALLEY SCHOOL in the few weeks before the school year ends.
2. If you do the above, you will find that you teachers planning together will energize one another. The students will also enjoy trading stories of what happens to them. Finally, the ending graduation and picnic just may become rather spectacular!

INITIAL PREPARATION - 2

Preparing the classroom

1. One or more weeks before beginning, select several capable students to "paint" with colored marking pens the APPLE VALLEY MAP included in this kit. Give them several days (hours) to do this task. They'll enjoy getting it ready to post on the wall. As the map comes to life, all students will get excited about starting the simulation.
2. Store away as many pieces of modern equipment as possible (overhead projectors, tape recorders, record players, televisions, electric pencil sharpeners, etc.).
3. Remove as many decorative items as possible (colorful bulletin boards, posters, maps, etc.). An alphabet, a flag, and a globe should remain in the class—as well as the APPLE VALLEY MAP discussed in #1 above.
4. If the simulation is scheduled for the last several weeks of school, collect unnecessary textbooks.
5. Move the teacher's desk to the front center of the classroom.
6. Arrange student desks in rows facing forward. Seat girls on one side and boys on the other.
7. **Optional:** Place a stool with a dunce cap on it in a corner.



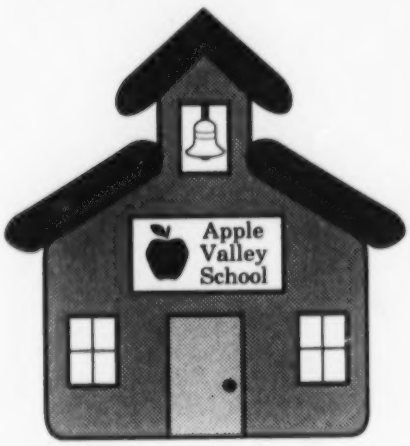
*Slates are useful throughout the school year. Several companies market inexpensive ones. For example, **Creative Publications** of Oak Lawn, Illinois, sells a set of ten 9"x12" slates for $30.50.*

8. **Optional:** Provide students with individual chalkboards or slates to do some work on to emphasize scarcity of paper. Appropriate slates may be purchased from commercial vendors. Students can also make their own slates by painting a heavy piece of cardboard or plywood with black tempera paint. A frame can be made by edging the board with masking tape or narrow strips of wood.

Teacher preparation

1. Generate your own pioneer school teacher identity by changing your own name, age, family history. For authenticity, you might choose a name and background of an actual teacher from the historical records of your area. If this type of information is unavailable, invent your own past. Add plenty of detail and drama as you tell your students your "life story."

"Students, here is how I came to be your teacher at ... "



Sample teacher identity:

Miss Flora White was born in Cave City, Kentucky, the oldest of a family of seven children. Her mother and father were poor farmers who moved west in search of better land. Flora's mother was kidnapped by Indians on the journey west, leaving 13-year-old Flora to act as mother for the large family. At age 17 Flora became engaged to Johnny Pritchart, a neighboring farmer. Before they could marry, however, Johnny was killed in battle during the Mexican War. Flora was heartbroken and vowed that she would never marry. She raised her younger brothers and sisters and then decided to teach school because of her love for children. She is now 35 years old and lives with her brother, Tom, and his family. Flora knows that if she ever decided to marry, she would have to give up her teaching job since the school board has rules against married teachers.

2. Dress in a period costume for at least the first and last days of the simulation. If you are female, your wearing a simple bonnet, an apron, and a skirt will help children make the transition to the past.

Duplication Make copies of the following pages at the end of this Teacher Guide. (The number of copies to make is indicated in parentheses.)

1. STUDENT IDENTITIES (1 copy per student)
2. STUDENT I.D. sheets (half a class set run off on heavy paper. Cut apart so that each student will have one ID half-sheet. You, the student, or an aide can fill out each "ID tag" and attach the string or twine so that the student can wear it—at least at the beginning of the simulation)
3. PARENT LETTER (1 copy per student)
4. GRADUATION POINTS (Copy 40 on colored paper. Cut apart and separate into like denominations. You may need to copy more if you have an industrious class that earns many points.)
5. SAMPLE DIARY ENTRIES (1 copy per student)
6. FATE CARDS (Make one copy of each page, mount on oaktag or cardboard, possibly laminate, and cut apart. You

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TEACHING TIP

Place what you duplicated in separate folders so that they will be readily available for you when you need them.

and/or your students may create additional FATE CARDS later on in the simulation, if desired.)

7. CHALLENGE TASKS (1 copy per student)
8. SCHOOL DAYS INTERVIEW (1 copy per student)
9. RULES FOR TEACHERS/RULES FOR STUDENTS (1 copy per student)
10. GRADUATION CERTIFICATE (1 copy per student) Copies in tan or goldenrod give a nice appearance of aging.

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TEACHING TIP

Consider involving an education columnist from your local newspaper or TV station. You can generate considerable publicity for your school and the cause of helping the image of public education by contacting the media if you feel your students' simulation experience is going well. Students love to see themselves in print or in photos. Many users of Interact simulations have made local evening TV shows!

For the optional LITERATURE BASED UNIT, duplicate the following materials:

1. TRAVELING TRUNK (1 copy per student)
2. MAP OF WESTWARD MOVEMENT (1 copy per student)

Optional Field Trip

1. If an historical schoolhouse is nearby that is available for field trips, you may opt to take your students and extend the simulation for another day or two. Contact local historical societies or historical parks for information in your area.

Establishing student identities

1. Thirty-two STUDENT IDENTITIES are provided with names, ages, and brief family histories. (See pages 39-41.)
2. You will assign each child in your class a role to play during the simulation in one of three ways.
   a. Assign roles randomly or make careful judgments about who should play which role.
   b. If you wish to personalize student identities to reflect local history or ethnic groups, create a set of family names and backgrounds using the blank STUDENT I.D. half-sheets.
   c. For older students who need a challenge, let them create their own identities for the simulation based on the parameters you specify. You might read several of the ready-made STUDENT IDENTITIES to the children as samples before they create their own.
2. For smaller class sizes you may eliminate any of the families or children listed.
3. Children are not assigned to play the roles of parents or siblings who are not attending school. This information is provided as background material for children to draw upon as they speculate on what their family life would have been like. The children may, of course, refer to these family members during discussions and when writing diary entries.
4. Children should be encouraged to hypothesize the economic situation of their family from the other information given in the family profiles.

5. Assign roles randomly or with specific goals in mind. When assigning roles, use this opportunity to give a student a particularly challenging "life experience." For example, a child in your class who is the youngest in a large family might be assigned the role of George Baker Jr. who is the oldest of a family of seven! A large family might also be a good choice for an only child.

Establishing graduation point system

1. Students can earn or lose graduation points in three basic ways:
   a. **By following normal school standards** of work completion and citizenship. Tailor such standards to fit the needs of your individual classroom.

      Sample:

      - Arriving at school on time + 5 points
      - Completing homework on time + 5 points
      - Being a good citizen + 10 points
      - Getting a perfect spelling test + 25 points
      - Keeping hands and face clean + 5 points

        (This one comes from an old list of school rules)
      - Being tardy to school - 5 points
      - Talking out - 10 points
      - Fighting - 25 points

      These classroom ways of earning points should be posted on the chalkboard for the duration of the simulation. Individual students may have suggestions for behaviors which should be rewarded with points or punished with the subtraction of points. Many of these suggestions make excellent additions to your point system.

   b. **By completing CHALLENGE TASKS** at home or in school. Refer to list of CHALLENGE TASKS which should be available to each child. Point awards are up to you and will most likely vary by the amount of time and effort the project took.
   c. **By choosing FATE CARDS** which tell of good and bad things that might have happened to boys and girls in pioneer schools and specifies if points are to be added or subtracted.
2. Hold students responsible for keeping track of their own graduation points. Either give each student an envelope or help them make their own. (Encourage them to decorate it.) As they receive graduation points, have them carefully keep them in these envelopes so they can keep track of their totals and compare them with others. Thus, they will be practicing addition and subtraction skills during the course of the simulation.

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TEACHING TIP

I was surprised to find my students fascinated by the idea of punishments. Guide students away from extensive lists of punishments, though, since students are not so excited that they actually have to subtract points!

BASIC UNIT TIME CHART

(Intended as an example of about one hour lesson per day. Alter as desired.)

Put up large APPLE VALLEY MAP Introduce Student Guide Establish Student Identities Organize family groups Create family poster **1**	Explain rules for earning graduation points Develop point system for class work and behavior Complete DIARY ENTRY 1 Award citizenship points **2**	Award attendance and homework points Begin reading BACKGROUND ESSAY Practice highlighting Draw 4 pictures to show seasons of school attendance **3**	List things found in today's classroom. Cross out things unavailable long ago. Continue reading BACKGROUND ESSAY Introduce FATE CARDS **4**	Continue reading BKGRD ESSAY Introduce CHALLENGE TASKS; choose one to complete in class Optional: Walking historical tour of your school. FATE CARD **5**
Attendance and homework points Continue reading BACKGROUND ESSAY... Choose FATE CARD... Complete DIARY ENTRY 2 ... Prepare for SCHOOL DAYS INTERVIEW... Award citizenship points... **6**	Continue reading BACKGROUND ESSAY Work on CHALLENGE TASK Present completed CHALLENGE TASK to class **7**	Do DECISION 1 and calculate consequences Read Early Education of Girls Debate different treatment of girls Choose FATE CARDS **8**	Do DECISION 2 and calculate consequences Conclude reading BACKGROUND ESSAY Make posters advertising favorite school **9**	Write and share DIARY ENTRY 3 Total graduation points and declare Top of the Class winner Graduation ceremony and picnic celebration **10**

Hour 1

Materials

1. The large wall map of APPLE VALLEY (has been colored and possibly laminated)
2. Class set of Student Guides
3. STUDENT IDENTITIES
4. One-class set of name tags
5. One tag board or large piece of butcher paper for each family
6. Crayons and/or marking pens

Procedures

1. Dressed in costume, if possible, introduce yourself to your students: Give your pioneer schoolteacher name, age, and family history. *Be dramatic!*

I was very dramatic in my school marm role. Imagine my principal's surprise when she opened the door to bring unexpected visitors to my class and found me in complete pioneer outfit costume, lecturing to my children in a shrill voice and smacking their desks with a yardstick! It took a few moments to remember it was a simulation.

HOURLY TEACHING DIRECTIONS - 2

2. Write the date on the chalkboard using an appropriate date from the past (e.g., June 12, 1854).
3. Give each student a Student Guide and have them read together the top half of column 1, page 1.
4. Pass out STUDENT IDENTITIES. Read the second paragraph aloud together. Read through each family description and assign roles.
5. Discuss each family briefly. Students should compare the number of school age students to the number of readers and slates to infer the economic condition of the family.
6. Pass out STUDENT I.D.s and have students write their name, age, and family history on them. Students should wear their name tags for the rest of the day.
7. Tell the students that they will be meeting with their new family to create a poster depicting what their family home would look like. Caution them that they must use the information they have been given. They cannot, for example, draw a mansion for a poor family. Posters should include a title, the family home, family members, land around home, pets, livestock, etc.
8. Give the poster making materials to the oldest child in each family. The oldest child takes his /her younger brothers and sisters to a clear spot in the room to work on the poster. The oldest child acts as group leader for this activity.
9. While students are working on posters, call one family group at a time up to the large map of APPLE VALLEY. There members choose an appropriate location for their home. Put the family name on a sticker and attach it to the map. The Allens, for example, should live near the church, since this is the minister and his family.
10. When posters are finished, ask each family to assign a spokesperson to describe their poster in front of the class.
11. After each presentation, allow a few minutes for compliments, comments, and questions. Ask if there is anything in the poster which is inappropriate for the time or the information given about the family.
12. Put up posters in room.
13. Send home PARENT LETTER introducing simulation.

Note: *Students will have lots of questions which you can tell them will be answered as the simulation progresses. For now they should concentrate on learning everyone's new name and enjoying the experience of their journey into the past.*

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TEACHING TIP

A simulation is like a game. You learn it as you play it.

HOURLY TEACHING DIRECTIONS - 3

Hour 2

Materials

1. Class set of envelopes or construction paper and tape or glue to make envelopes
2. APPLE VALLEY SCHOOL GRADUATION POINTS
3. Student Guide pages on DIARY ENTRIES
4. Teacher Guide pages on SAMPLE DIARY ENTRIES

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TEACHING TIP

Children are quick to spot details that are not authentic. One teacher in our school using this simulation printed the class rules on her computer instead of on the chalkboard. Her students immediately pointed out that computers were not invented yet.

Procedures

1. Explain that they can earn or lose graduation points by following the normal class rules for work completion and citizenship.
2. Write proposed system of points for work completion and citizenship on board. (See establishing graduation point system under INITIAL PREPARATION for a sample point system.)
3. Let students ask questions to clarify understanding of point system.
4. Discuss additions or deletions proposed by students and modify point system accordingly.
5. Using ready-made or student made envelopes, have students label envelopes with both regular name and pioneer name. Stress that students are responsible for keeping their points in the envelope. Suggest a safe place to keep envelope in desk.
6. Give students points for arriving on time and having homework completed today.
7. Have students turn to DIARY ENTRIES and read the directions at the top of the page.
8. Give students SAMPLE DIARY ENTRIES. Read Diary Entry #1 under SAMPLE DIARY ENTRIES. (For younger students you may wish to simply read aloud from the Teacher Guide.)
9. Meet in family groups for five to 10 minutes to discuss family relationships before writing. Decide what parents might be like, how brothers and sisters get along, how family members do in school, divide up chores which might have to be done, etc.
10. Return to seats to write DIARY ENTRY 1 individually.
11. Upon completion, go back to family group to share entries aloud. Choose one family member to share entry aloud before entire class.
12. Optional: You may choose to collect Student Guides and grade DIARY ENTRY 1. This assignment and all other DIARY ENTRIES should be graded on a scale of 1-10 GRADUATION POINTS with 10 being the highest grade.

HOURLY TEACHING DIRECTIONS - 4

13. At the end of each day of the simulation, award GRADUATION POINTS as appropriate for daily citizenship.

Hour 3

Materials

1. APPLE VALLEY SCHOOL GRADUATION POINTS
2. Class set of Student Guides
3. Class set of highlighters, light colored marking pens, or light colored crayons
4. White or manila 12"x18" construction paper for each child
5. Crayons or markers

Procedures

1. Award appropriate points for attendance, homework, etc. Do this at the beginning of each day of the simulation.
2. Tell the students that over the course of the simulation they will be reading background information about early schools. They will learn how to highlight the main ideas in the information they read. Tell them that this is an important study skill that they will need to use throughout their school career.
3. Have students turn in their Student Guide to the first section of the BACKGROUND ESSAY, Why Schools Were Established. Read aloud the first paragraph.
4. Ask students which sentence or sentences give the main idea of the paragraph. Point out that the main idea sentence is usually the first or last sentence in a paragraph. More rarely, a sentence in the middle contains the main idea.
5. Once the class agrees on the main idea sentence(s), have the students mark through the sentence with a highlighter or light colored marker or crayon.
6. Repeat the above procedure with the second and third paragraphs.
7. When finished point out that the highlighted sentences give a good summary of the information in the whole section.
8. Ask How is the school schedule today different than it was long ago? Why was the school schedule different? Which schedule would you prefer?
9. Give each student a piece of construction paper and direct them to fold the paper into fourths.
10. Tell students to write the title, "School Seasons of Long Ago," on the top of their paper.
11. Label the rectangles Fall, Winter, Spring, and Summer.
12. In each rectangle draw a picture to show what students would be doing during that season long ago. For example, in the fall, students would be at home helping with the harvest. In the

TT TEACHING TIP

Before reading the BACKGROUND ESSAY, ask students to predict an answer to this question: "Why do you think schools were established?"

HOURLY TEACHING DIRECTIONS - 5

winter, students would be at school huddling around a stove or playing outside of the school in the snow.

13. As an extension, students can write a caption to go with each picture.
14. ***Optional:*** *Students can take home pictures and explain them to parents for homework.*

Hour 4

Materials

1. Class set of Student Guides
2. FATE CARDS
3. APPLE VALLEY SCHOOL GRADUATION POINTS
4. Notebook paper for each student.

Procedures

1. On a sheet of notebook paper, have students list as many things as they can which they might find in a classroom today.
2. Have several students read their lists aloud while others add things they have forgotten.
3. Tell students to cross off things from their list which they think would not have been found in a school of long ago.
4. Tell students they will read today about the first schoolhouses. They should be comparing their list with the information in today's BACKGROUND ESSAY.
5. Tell students to turn in their Student Guide to the second section of the BACKGROUND ESSAY, The First Schoolhouses.
6. Read aloud the first paragraph and help students to highlight as in yesterday's lesson.
7. Have a student read aloud the second paragraph while individual students mark the main idea sentences. Compare the sentences that students decided to highlight.
8. Repeat the above procedure for the third paragraph.
9. Break class up into family groups to discuss how their ideas about things in schools long ago compare with the information in the BACKGROUND ESSAY. Are there any things which need to be added or omitted?
10. Introduce FATE CARDS. Read several FATE CARDS and model how points are earned or lost. For the first round, you should be the banker and give out or take in points. Note that the banker may have to give out change when points are owed.
11. Have students come to the front of the class one at a time to choose FATE CARDS and read aloud. They earn or lose points according to the card's dictates.

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TEACHING TIP

FATE CARDS result in points being added and subtracted. They add chance—and therefore excitement—to the simulation.

HOURLY TEACHING DIRECTIONS - 6

12. Note that in some of the FATE CARDS, other family members may share in the good or bad fortunes.
13. Tell students that you will have a round of FATE CARD choosing every day or two as time permits.
14. Have available extra blank FATE CARDS or index cards so that students can earn ten extra points apiece for writing original FATE CARDS.

Hour 5

Materials

1. Class set of Student Guides
2. Class set of CHALLENGE TASKS
3. FATE CARDS

Procedures

1. Tell students to turn in their Student Guide to the third section of the BACKGROUND ESSAY, A Student's Day.
2. Explain that the class will learn that in early schools, the teacher often worked with only one or two students at a time. The rest of the class had to work alone or to help each other out. To simulate this experience in class today, the class will work in pairs to read and highlight today's BACKGROUND ESSAY assignment.
3. Students read in pairs and highlight main ideas.
4. Partners compare and contrast highlighting with another set of partners when they finish.
5. Hand out CHALLENGE TASKS sheet. Read through introductory paragraph together.
6. Read through list of suggested CHALLENGE TASKS together, clarifying as necessary. Tell students they will have a chance to do one or two CHALLENGE TASKS in class during Hour 7.
7. After reading list, have students reread list on their own and choose a task to do in class. Some tasks are appropriate for group work (e.g., dancing and drama productions). Students should circle task of choice and make a list of necessary materials on the back of the paper.
8. Students take home list to share with parents. Materials must be brought to school by Hour 7. Additional tasks may be done at home and brought to school to share and receive additional points.
9. Choose FATE CARDS. Have oldest APPLE VALLEY student or another reliable student take over your job as banker. Each student chooses a card, reads it aloud, and then receives or pays points as designated. Keep used cards to

TT
TEACHING TIP

Parents usually enjoy helping their student on such projects.

the side until all cards have been chosen once. Then begin again with all the cards. Repeat this procedure each day or two as time permits. ***Option:*** *If you have creative students, encourage them to write FATE CARDS for the class to use.*

10. **Option:** If your own school has an interesting history, this would be a good day to take students on a walking historical tour. Start with the oldest buildings, telling as much of the history as you know as you continue to the newest buildings. Be sure to ask students what changes might take place in the school's future. ***Note:*** *Teachers who have taught at your school for a long time are a great source of information. District offices may also have background information available.*

Hour 6

Materials

1. Class set of Student Guides
2. FATE CARD
3. Class set of SCHOOL DAYS INTERVIEW

Procedures

1. Tell students to turn in their Student Guide to the fourth section of the BACKGROUND ESSAY, Lessons in Early Schools.
2. Tell students that they have had three chances to practice finding the main idea in a paragraph so they will now practice finding them on their own. (*Note:* If students think every sentence in a paragraph is important, limit them to highlighting only one or two sentences to force them to discover the main idea sentence.) Allow sufficient time for the students to read and highlight the main idea in each of the three paragraphs.
3. Ask individual students to read aloud the sentence they highlighted in each paragraph. If they make a poor choice, simply point out that the sentence gives details about the main idea. Tomorrow's lesson will deal with picking out supporting details.
4. Have students turn to Diary Entries and read the directions under Diary Entry 2.
5. Read Diary Entry #2 under SAMPLE DIARY ENTRIES or hand out to students.
6. Tell students to include information from the BACKGROUND ESSAY in their Diary Entry. Highlighting will help them locate the information.
7. Tell students to use their best handwriting as they would have in an early school.

TT
TEACHING TIP

Even young students can profit from reading aloud during APPLE VALLEY SCHOOL. I have found that allowing students to read aloud to a partner enhances confidence.

HOURLY TEACHING DIRECTIONS - 8

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TEACHING TIP

Of course, if your community has a retirement home, you can call in advance and arrange a field trip—if you and the persons who run the home feel certain occupants would enjoy being interviewed by children your students' age.

Also consider role-playing the question-and-answer process. You be older interviewees. Have some capable students be the interviewers in front of the class. Students love this practice activity!

8. Meet in family groups to share Diary Entries. Choose one family member to share entry aloud before entire class.
9. Hand out SCHOOL DAYS INTERVIEW. Point out that one way people learn about the past is to interview people.
10. Tell students that their homework will be to interview an older person about their elementary school. Parents, grandparents, and older neighbors are good choices. Older brothers and sisters are not appropriate choices.
11. On the back of SCHOOL DAYS INTERVIEW, have students list three possible candidates for interviews. Point out that in case one person is not available or does not wish to be interviewed, students must have alternatives in mind.
12. Read through the questions with the students.
13. Help students formulate their own question for their subject on #8. Check to see that the question is appropriate.
14. Tell students to ask their subject politely at a time when they can sit down together quietly to think about the questions. For example, it's not polite to try to interview a mother while she's in the middle of cooking dinner or washing the dishes!
15. Give students several days to complete this assignment. Some students may wish to interview additional people to earn extra APPLE VALLEY SCHOOL GRADUATION POINTS.
16. As the assignments are returned, share a few aloud each day and discuss.
17. Remind students to bring materials to work on CHALLENGE TASK in class tomorrow.
18. Choose FATE CARDS following the procedures outline in Hour 5—if time permits.

Hour 7

Materials

1. Class set of Student Guides
2. Assorted art materials: construction paper, scissors, glue, crayons, markers
3. As many library books as possible on pioneer times

Procedures

1. Tell students to turn in their Student Guide to the fifth section of the BACKGROUND ESSAY, A Teacher's Life.
2. Students should read section independently, highlighting main idea sentences. Remind them that main idea sentences are usually at the beginning or end of a paragraph but may sometimes be found in the middle.

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TEACHING TIP

Check to see how well students the age you are teaching are able to handle time. Can they comprehend what a decade is? what a half century is?

3. Ask students what sentences they highlighted. Ask what other information in the paragraph tells about the main idea. Tell students that these pieces of information are called supporting details.
4. Discuss this question: *Do you think teachers today have an easier or a more difficult job than teachers had long ago?*
5. Hand out, read aloud, and discuss the RULES FOR STUDENTS and RULES FOR TEACHERS handout.
6. Allow students time to work on a CHALLENGE TASK in class.
7. Allow time at the end of class today or tomorrow to present CHALLENGE TASKS to the class. Award APPLE VALLEY SCHOOL GRADUATION POINTS as appropriate. A range of from 5 to 25 points is probably reasonable.

Hour 8

Materials

1. Class set of Student Guides
2. FATE CARDS

Procedures

1. Have the students turn to Decision 1 in their Student Guide and read the Problem.
2. Read through the four possible Solutions with the class. ***Do not*** discuss the wisdom of each decision with the students at this time.
3. Tell students to choose the best solution to the problem and explain their reasoning under Choice.
4. Tell the students to predict what will happen as a result of their decision under Consequences.
5. Now read the following consequences and make point adjustments as appropriate.

Decision 1 consequences

- You selected solution number 1. It takes so long to catch the horse that you are late for school. Subtract 5 points.
- You selected solution number 2. Your parents are angry because you allowed their valuable horse to run away! You are grounded and may not attend school for two days. Subtract 10 points.
- You selected solution number 3. Your neighbor goes off to look for your horse while you hurry to school. The horse is found and you are on time for school. Add 15 points.
- You selected solution number 4. Your horse has been loose for hours and will probably never be found again! On top of that, your teacher catches you leaving the school grounds! Subtract 10 points.

HOURLY TEACHING DIRECTIONS - 10

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TEACHING TIP

You will have to set up for your students the debating rules you wish them to follow.

6. Tell students that today you will read aloud a background essay on the Early Education of Girls while they listen for the main idea statements. They should write a quick note about each main idea as you read.
7. Tell students that when they finish hearing today's information on girls in past schools, they will debate this question: *Was the treatment of girls in schools of long ago fair or unfair?* They will use the main ideas and supporting details to back up their opinion. You can let students choose their own position or you can assign positions.
8. Read—or tell—the following background essay aloud. Pause after each paragraph to give students time to write. You may need to read each paragraph a second time for some students.

Early Education of Girls

Long ago boys and girls were not treated the same as they are today. At home boys learned to do the outside work on the farm while girls learned to do all of the inside work. There were a few chores like picking berries, feeding the animals, collecting eggs, dipping candles, and bringing in the firewood that both boys and girls would do.

For many years, the law required that boys go to school. Girls could attend school, if their parents wished, but it was not required. Many people felt that girls did not need the same education as boys because they would just be keeping house and taking care of their families for the rest of their lives. A formal education would be wasted on them. In early schools, girls were taught reading and writing and sewing, but did not receive many lessons in math and science.

Boys and girls were taught separately in many early schools. People thought that the boys' misbehavior would be a bad example to the girls. Sometimes girls would only go to school during the short summer session. Boys would go during the longer winter session. At other times, boys went to school in the morning and girls went in the afternoon. Even later when boys and girls went to school at the same time, strict rules kept boys and

girls from playing together.

Slowly ideas about the education of girls began to change. People began to think that girls should have the same kind of classes as boys. They also began to think that girls could be trained for some jobs outside of the home. Ideas about the education of girls have changed a great deal since the early school days.

9. Group students into opposing debate teams and let them have 5 or 10 minutes to discuss the points they want to make for their side. Choose two people from each side to present their case before the class.
10. When each side has presented its case, allow opposing arguments from each side. Choose one person at a time to speak, and then alternate sides.
11. When the debate is finished, allow students to vote on the question. If debate positions were assigned, this is the time to tell the students that they can vote as they really feel.
12. Choose FATE CARDS and calculate consequences.

Hour 9

Materials

1. Class set of Student Guides
2. One 12"x18" piece of white or manila construction paper per student
3. Crayons or marking pens

Procedures

1. Have the students turn to Decision 2 in their Student Guide and read the Problem.
2. Read through the four possible Solutions with the class. ***Do not*** discuss the wisdom of each decision with the students at this time.
3. Tell students to choose a solution and predict the consequences as they did yesterday.
4. Read the following consequences and make point adjustments as appropriate.

Decision 2 consequences

- You selected solution number 1. You fall off the fence and break your arm. You miss school for one week and cannot help out at home with the chores. Subtract 15 points.
- You selected solution number 2. The teacher hears them dare you. She thinks you did the right thing. Add 15 points.

TT TEACHING TIP

My own daughter, Sarah, wrote both APPLE VALLEY DECISIONS when she was 10 years old. That probably explains why they seem to really appeal to youngsters.

HOURLY TEACHING DIRECTIONS - 12

- You selected solution number 3. He calls you "Chicken!" You get mad and break your slate over his head. Subtract 10 points.
- You selected solution number 4. The teacher hears you dare him. Wear the dunce cap for five minutes or subtract 10 points.

5. Have the students turn in their Student Guide to the last section of the BACKGROUND ESSAY, Other Types of Early Schools.
6. Tell students that today they will learn about other types of schools from long ago. When they are finished reading, they will create a poster to advertise their favorite kind of pioneer school. They can make up a name for the school, draw a picture, and advertise the advantages of that type of school. They will need to use the main ideas and supporting details from today's BACKGROUND ESSAY section.
7. Allow students time to read and highlight the section.
8. Discuss the types of schools. Take a quick vote to determine favorites.
9. Distribute construction paper and art supplies.
10. Share finished posters in family groups.
11. ***Note:*** *If you would like to have your top point winner give a short speech at tomorrow's graduation, all points should be counted now and the winner given time to prepare overnight. If you don't plan on a speech, the points can be tallied on the last day of the simulation.*
12. Remind students that tomorrow is Graduation Day so students can dress up in pioneer outfits.

TT
TEACHING TIP

Sharing art work or DIARY ENTRIES in cooperative family groups is a fun and time-efficient strategy for giving children immediate feedback on their work. Remind students to keep comments positive and constructive.

Hour 10

Materials

1. Class set of Student Guides
2. Class set of GRADUATION CERTIFICATES

Procedures

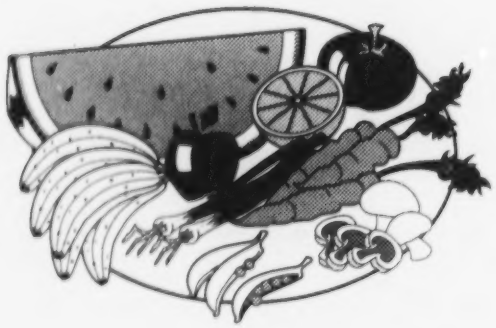
1. Have students turn in their Student Guide to Diary Entries and read the directions under Diary Entry 3.
2. Read Diary Entry #3 from the SAMPLE DIARY ENTRIES in the Teacher Guide or hand out to your students.
3. Give students time to complete their entries individually.
4. Share Diary Entry 3 with family group. Choose one family member to share entry aloud before the entire class.
5. Top of the Class winner should share diary entry or make a speech before class.

HOURLY TEACHING DIRECTIONS - 13

6. Award GRADUATION CERTIFICATES. A small prize and/or special certificate for your Top of the Class Winner would be appropriate at this time.
7. After graduation, have the students evaluate the simulation by asking questions on page 8 of the Student Guide under EVALUATION. Elicit responses in a whole class discussion or have students respond in writing to one or more of the questions on a separate sheet of paper.

Graduation celebration suggestions

1. Plan an old-fashioned picnic with fried chicken, cornbread, watermelon, apple cider, apple pie, etc. Cornbread, butter, and apple cider would be easy to make in the classroom. Parent volunteers could bring the other items.



   a. **Cornbread** Follow directions on the back of Jiffy cornbread mixes. Pour into small loaf pans. Bake in a toaster oven one at a time or all at once in a regular oven if one is available at your school. Three or four boxes would make plenty for your celebration.
   b. **Butter** Fill baby food jars one quarter full with heavy whipping cream. Add two marbles to the jar and screw lid on tightly. Students take turns shaking the jars until the butter solidifies. Drain off excess liquid.
   c. **Apple cider** Heat one gallon of apple cider in a large crock pot. Add cinnamon sticks, whole cloves, and allspice as desired for flavoring.
2. Students can easily make place mats for the celebration which look like slates.
   a. Give each student a 12" x 18" piece of black construction paper and four one inch wide strips of brown construction paper.
   b. Glue the brown strips along the outside edges of the black paper to simulate the wcoden frame of the slate.
   c. Provide white crayons and paper scraps for students to decorate the slate as they wish. (Apples for the teacher which stand up on the slate are very popular so be sure to provide red and green scraps of construction paper!)

LITERATURE-BASED UNIT TIME CHART

(Optional: One hour literature-based lessons. Intended as example. Alter as desired.)

Read a literature book on immigration Brainstorm reasons why people have wished to come to America Complete TRAVELING TRUNK worksheet 1	Read a literature book on the westward movement Compare transportation methods years ago with now Complete MAP OF THE WESTWARD MOVEMENT 2	Read a literature book on Native Americans Add arrows to MAP OF THE WESTWARD MOVEMENT to show movement of Native Americans 3	Read a literature book on quilts and/or ... View Reading Rainbow of Patchwork Quilt Write about a special quilt 4	Read another book on quilts Share quilts from home Create a quilt square for a class memory quilt 5
Read a literature book on pioneer homes Create a log cabin from pretzels and peanut butter 6	Read a literature book on pioneer school experiences Choose a poem to memorize for graduation 7	Read a literature book on minority experiences in schools Copy poem and illuminate first letter Illustrate the poem 8	Read a literature book on pioneer teacher's life Practice poem 9	Recite poems before graduation 10

Note: In each hourly lesson plan there are several literature selections. You may choose any one of these books or substitute a comparable work on the topic. See the TEACHER RESOURCE LIST for publication information and notes on each selection.

Literature Hour 1

Objective

1. Identify reasons why people chose to immigrate to America.
2. Identify hardships endured by immigrants.
3. Decide what items one would need for a long journey.

Suggested literature

1. *Meet Kirsten,* Chapters 1-2.
2. *The Long Way to a New Land,* Chapters 1-3.
3. *How Many Days to America?*
4. *Watch the Stars Come Out*

HOURLY TEACHING DIRECTIONS (Literature) - 2

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I found that a surprising number of my students could not imagine life without video games.

Materials

1. Globe or world map
2. Class set TRAVELING TRUNK worksheet

Procedures

1. Tell students to listen carefully to whatever literature book you read in order to find out why people wanted to come to America and what hardships they had to endure on the way.
2. Read literature selection aloud.
3. On the chalkboard, have children help you compose a list of reasons for immigration and a list of hardships. Ask questions to elicit any important points that they miss.
4. Tell the students that it is often difficult to move to a new land because you must leave most of your things behind. Today students will pretend to pack a trunk for a long trip or move. They must decide what they will take and what they will leave behind.
5. Hand out TRAVELING TRUNK worksheet to each student and read directions aloud.
6. Allow time for children to complete TRAVELING TRUNK individually. Have several children share answers in front of class.
7. Break children up into family groups and tell them they must now come up with a list of five items on which all family members agree. One person should write the list and one person should share the list in class. You may need to suggest ways to settle differences of opinion within the family!

Literature Hour 2

Objective

1. Define westward movement and show general movement patterns on a map.
2. Compare transportation methods of today and long ago.
3. Identify hardships associated with westward movement.

Suggested literature

1. *Meet Kirsten,* Chapters 3-4
2. *The Long Way Westward*
3. *The Josefina Story Quilt*
4. *Wagon Wheels*
5. *Pioneer Cat*
6. *Addie Across the Prairie,* Chapters 1-2
7. *Little House on the Prairie,* Chapters 1-4

TT
TEACHING TIP

Be sure you add information about the early settlement of your own state.

Materials

1. Class set of MAP OF WESTWARD MOVEMENT
2. An overhead transparency of the MAP OF WESTWARD MOVEMENT
3. Crayons

Procedures

1. Tell the children that an immigrant's journey did not end when they reached the coastline of America. They often had to travel farther inland to get to less crowded areas with inexpensive land.
2. Ask your students: How would you travel across our country today? How long would it take? What kind of dangers would you face?
3. Tell children to compare transportation methods of today and long ago as you read a literature book about westward movement.
4. Explain that long ago most movement in our country was from the crowded east coast to the less crowded interior and west coast. This is called westward movement.
5. Hand out the MAP OF WESTWARD MOVEMENT. Fill in key with four different colors of crayon. Demonstrate on overhead as you have children color as follows:
   a. All east coast states—Color number one.
   b. Over the Appalachian Mountains as far as Kentucky and Tennessee—Color number two.
   c. To just west of Arkansas and Missouri—Color number three.
   d. All the way to the west coast—Color number four.
6. Save the MAP OF WESTWARD MOVEMENT for use in tomorrow's lesson.

Literature Hour 3

Objective

1. Understand impact on Native Americans of westward movement of settlers.
2. Indicate general direction of Native American movement on a map.

Suggested literature

1. *Indian Summer*
2. *Wagon Wheels*
3. *Caddie Woodlawn*, Chapters 11-12
4. *The Death of the Iron Horse*
5. *Little House on the Prairie*, Chapters 11, 18, 23-26.

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TEACHING TIP

Provide a detailed map of your state and ask interested students to look for place names which reflect the Native American influence.

Materials
1. Globe or world map
2. Class set of MAP OF WESTWARD MOVEMENT from yesterday
3. Crayons

Procedures
1. Explain that as the settlers in America moved westward they often displaced the Native Americans that had been living on the land. Sometimes the contacts between white men and Native Americans were friendly and sometimes they were very unfriendly.
2. Read literature selection aloud.
3. Take out MAP OF WESTWARD MOVEMENT from yesterday. Point out the black arrow in the key beside "Movement of Native Americans."
4. On the overhead draw a series of black arrows to show which way Native Americans would move in response to the four stages of westward movement which were colored yesterday. Most arrows should generally point west and south.
5. Put the following story starter on the board for children to copy: *One morning as I was walking to school, I heard a strange rustling in the trees at the side of the road. When I stopped to look, a young Native American boy peered out from behind a tree.* Children should write two endings to the story. One story should be a friendly contact and the other an unfriendly one.

Literature Hour 4

Objective
1. Identify quilts as a source of historical information
2. Write a story about a special quilt

Suggested literature
1. *The Josefina Story Quilt*
2. *The Quilt Story*
3. *Sam Johnson and the Blue Ribbon Quilt*
4. *The Patchwork Quilt*

Materials
1. If possible, view *Reading Rainbow* videotape of *The Patchwork Quilt.*
2. If possible, bring in an example of an old quilt.

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TEACHING TIP

I was unprepared for the avalanche of quilts my students proudly brought to class. We put the quilts on the floor in a circle of children so that they could touch a quilt as a student shared its story. Afterward, I pinned many on the walls of my bare pioneer classroom to add much-needed color.

Procedures

1. Explain that one way we can learn about pioneer life is to look at the quilts which were made long ago. Pioneer women and children made quilts with intricate patterns out of small scraps of material. The quilts often had a story to go with them. The quilts were often passed down through the generations.
2. Read the literature selection aloud.
3. View the Reading Rainbow video if possible.
4. Ask the children to think about a quilt or blanket which is special to them. Have them write a paragraph describing the quilt and telling why it is special.
5. Tell the children that they can bring in a quilt from home tomorrow to share with the class if they like.

Literature Hour 5

Objective

1. Orally share quilts from home.
2. Create a class memory quilt.

Suggested literature

1. Read an alternate selection from yesterday's list of quilt stories.

Materials

1. 9" x 9" square of construction paper for each child, crayons, large sheet of butcher paper, and glue ... or ...
2. 9" x 9" square of muslin for each child, permanent markers, large piece of plain backing material, and quilt batting

Procedures

1. Read an alternate selection from yesterday's list of quilt books.
2. Give children time to share quilts from home. If possible, display quilts for a few days.
3. Explain that the class will make a quilt to help them to remember things they have done at school this year. On the board have children help you brainstorm a long list of the year's memories and assign one child to make a quilt square for each. Possible topics might include field trips, science experiments, favorite literature, P.E. activities, etc.
4. Pass out paper or cloth squares and allow children ample time to complete the artwork. They may want to do a rough sketch on scrap paper first. Have the children sign each square in the corner.

5. Glue paper squares on butcher paper. Cloth squares should be sewn together and then finished with batting and backing. This is a great job for a parent volunteer.
6. Display the finished product in class.

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TEACHING TIP

One teacher in my school makes a cloth quilt as the end of the school year approaches. The next year she finds each of her former students and lets them take it home for a night. What a wonderful way to awaken memories.

Literature Hour 6

Objective

1. Identify two types of pioneer homes.
2. Create a model of a log cabin.

Suggested literature

1. *Dakota Dugout*
2. *Daniel's Duck*
3. *Abraham Lincoln*, first 18 pages
4. *Meet Kirsten*, Chapter 5
5. *On the Banks of Plum Creek*, Chapters 1-2
6. *Addie Across the Prairie*, Chapters 3-4
7. *Little House on the Prairie*, Chapters 5-10

Materials

1. Student materials for log cabins:
   a. Peanut butter in small cups
   b. Mini pretzel sticks
   c. Popsicle stick or tongue depressor for each child
   d. Construction paper or cardboard square for each child
2. Teacher materials for optional science experiment:
   a. Large sheet of white butcher paper
   b. Salad oil
   c. Small fan
   d. Small lamp or flashlight
   e. Water in a squirt bottle

Procedures

1. Tell the children that pioneers built two main types of houses depending on the land on which they settled. If they settled in forested land, they used the trees to construct log cabins. If they settled on prairie land with few trees, they constructed sod houses from bricks of prairie grass.
2. Read literature selection aloud. If possible read a literature selection about each type of home.
3. Hand out the following materials for making a model of a log cabin: Mini pretzels for logs, peanut butter to hold logs together and chink holes, popsicle sticks or tongue depressors to spread peanut butter, construction paper or cardboard square

TT
TEACHING TIP

All my students clamored for a turn behind the oiled paper window and the novelty of having their teacher try to soak them with water.

for a base. Most will choose to make a three-dimensional model while a few may choose to make a flat picture.

4. Models may be displayed, taken home, or eaten when finished.
5. Optional science experiment: Windows of long ago were often made of oiled paper. Demonstrate the effectiveness of oiled paper windows by rubbing a small amount of salad oil into a large piece of butcher paper.
6. Shine a small lamp or flashlight behind the paper to show that the oil makes the paper more transparent.
7. Use a small fan for wind and a squirt bottle for rain to demonstrate that oiled paper windows did offer protection from the elements.

Literature Hour 7

Objective

1. Compare/contrast school experiences of today and long ago.
2. Choose a poem to memorize for graduation.

Suggested literature

1. *Kirsten Learns a Lesson*, Chapter 1
2. *Caddie Woodlawn*, Chapter 6
3. *On the Banks of Plum Creek*, Chapters 20-21
4. *Little Town on the Prairie*, Chapters 11-15
5. *Farmer Boy*, Chapter 1
6. *My Great-Aunt Arizona*

Materials

1. Provide as many books of children's poetry as possible ... or #2 immediately below.
2. Xerox one poem for each child in class.

Procedures

1. Tell students that today they will read stories about life in one-room schoolhouses of long ago. Most of the stories are based on actual experiences. As they listen, they should think about things that sound very different from today and things that sound similar to what happens in school today.
2. Read the literature selection aloud.
3. Discuss the selection asking your students questions such as these: What was different about the school we just read about? What was the same? What school experiences have you had that were like the experiences of the characters in the book?
4. Schools of long ago emphasized memorization and expressive recitation. Ask students to pick a poem to memorize and

recite before the class on graduation day. Give students time over the next three days in class to memorize their poem.

5. If you are providing poetry books for the children, give the children time to choose a poem and copy it down. You will want to assign a minimum and maximum number of lines for the poem chosen.
6. If you are providing copies of poems, pass them out and give the children a chance to trade poems if they like.

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TEACHING TIP

My limited English speaking students shared touching stories of their experiences in a strange new country. Such sharing was a good reminder to my other students to be sensitive and kind to newcomers.

Literature Hour 8

Objective

1. Compare and contrast treatment of children who are different in schools of long ago and today.
2. Copy and illustrate poem for graduation.

Suggested literature

1. *Kirsten Learns a Lesson*, Chapters 2-4
2. *Molly's Pilgrim*
3. *A Weed Is a Flower*
4. *The Drinking Gourd*
5. *Nettie's Trip South*
6. *Caddie Woodlawn*, Chapter 14

Materials

1. Copies of poems from yesterday
2. 12"x18" white construction paper for each child
3. Crayons and marking pens

Procedures

1. Remind the students of what they have learned about immigrants to America—where they came from, why they came to America, what the journey was like, etc.
2. Tell the students that when immigrant children started school they often had problems because they didn't know English and their dress and other customs were different. Some teachers were not very sympathetic or helpful to these children. Some students were cruel to newcomers.
3. Also remind the children that black people were brought to our country against their will and were sold as slaves. Black children were not allowed to go to school at all.
4. Read the literature selection aloud.
5. Discuss the selection asking questions such as these:
   How do you feel about the way children who were different were treated long ago? How are children who don't know English helped in schools today? How are blacks and other

minorities in our country treated today? What problems do people who are different face in America? How can we help children in our school who are different?

6. Tell the children that as they work on memorizing their poem they should think of how hard the task would be if they were new in a school and spoke another language.
7. Children should be given time to make a written copy of their poem in their best handwriting keeping in mind that perfect handwriting was very important in schools of long ago.
8. Interested children might try to enlarge and illuminate the first letter of their poem as was common practice long ago.
9. Give children time to begin an illustration of the poem on the 12" x 18" construction paper.

TT TEACHING TIP

I often read aloud short selections in Spanish to give my English-only students a taste of the experience of the language minority students.

Literature Hour 9

Objective

1. Compare and contrast life of teacher today and long ago.
2. Practice reciting poem before family group.

Suggested literature

1. *Kirsten Learns a Lesson,* Chapter 5
2. *Little Town on the Prairie,* Chapters 14-15
3. *Caddie Woodlawn,* pages 160-167
4. *Farmer Boy,* Chapters 1-4
5. *My Great-Aunt Arizona*

Materials

1. Poems from yesterday

Procedures

1. Remind children of what they have learned about the life of a teacher in a one-room schoolhouse: Problems of teaching to different age groups, little equipment, poor salary, lack of a home of their own, etc.
2. Ask children what problems they think teachers of today face.
3. Read literature selection aloud.
4. Discuss this question: If you were a teacher, would you rather live and teach now or long ago?
5. Break up class into family groups to practice reciting poems aloud for graduation tomorrow. Remind the children that it will seem noisy as it would have in blab schools of long ago when children recited their lessons aloud.
6. If time permits, you may have some children begin the poem recitations today.

TT TEACHING TIP

I put the oldest student in each family group in charge of keeping these practices—a good opportunity to practice leadership skills.

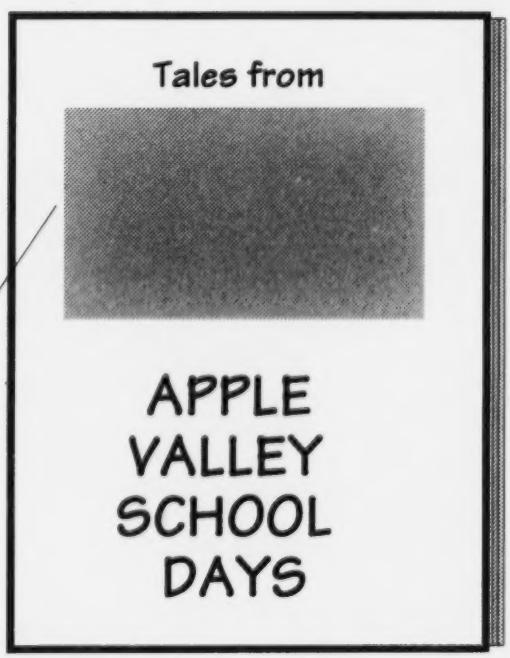
Literature Hour 10

Objective

1. Recite poem before class using expression.
2. *Optional:* Begin short story based on APPLE VALLEY SCHOOL experiences.

Procedures

1. Include poetry recitations as part of the graduation ceremony. Parents could be invited to watch the poetry recitations followed by awarding of GRADUATION CERTIFICATE.
2. Following the recitations, a prize or special certificate can be given for the best performance.
3. If the simulation is used in the middle of the school year, plan to start a writing project now that will last beyond the end of the simulation. Tell the children that over the next week or so they will spend time each day writing a fictional story based on the information they have learned about one-room schoolhouses. They may use the names of characters from the simulation or they may make up new characters. Children should write down ideas and notes for a rough draft today and begin actual writing tomorrow.
4. Bind the finished stories into a class book and send it home each night with a different student so that it can be shared with parents. Provide blank sheets at the back for parents' comments.



TEACHING OPTIONS - 1

Note: *The following TEACHING OPTIONS are designed to help you expand the APPLE VALLEY SCHOOL simulation from a daily one or two hour lesson to a full day experience. The suggestions should help you introduce pioneer themes or teaching methods of long ago into your daily curriculum for the course of the simulation.*

Math

1. Work normal math problems on slates or small chalkboards.
2. Drill students on computation aloud without letting them write anything down.
3. Have students sit in the corner and wear the dunce cap if they miss a problem.
4. Help students learn basic facts by chanting their tables to the tune of "Yankee Doodle."
5. Play the counting game called Buzz. Children sit in a circle and take turns counting. The counting continues until a student reaches the number seven. Each time the number seven or a number with the digit seven is reached, the students substitutes the word "buzz." The number 47, for example, would be "forty-buzz." When a mistake is made, the child leaves the game. The last player left is the winner.
6. For a variation of the game, Buzz, add the word "bizz" for each number with a digit four. In this new game called "Bizz-Buzz," the number 41 is "bizz-one" and the number 74 is "buzz-bizz." The children can make up even more complicated variations to this game.
7. Teach the children to play checkers, a popular pastime of long ago. They can make their own boards using math skills to calculate the number of squares needed to make a standard board. The concepts of vertical, horizontal, and diagonal should be established as children are taught to play. As children understand the basics, introduce and discuss advanced strategies. A class or grade-level checker championship adds excitement to the game.

TT
TEACHING TIP

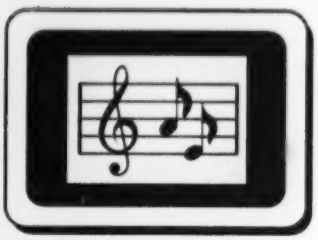
Students familiar with Math Rap will see the connection to teaching methods of times past.

Spelling

1. Prepare an alternate spelling list for the two weeks of the simulation using words from the simulation. Words might include schoolhouse, slate, dunce cap, reader, etc.
2. Write spelling words on the blackboard and have the children spell them aloud in unison.
3. Practice spelling on slates or small chalkboards.
4. Have children help each other study words aloud blab school style.
5. Write spelling words in sentences which pertain to life in a one-room schoolhouse.

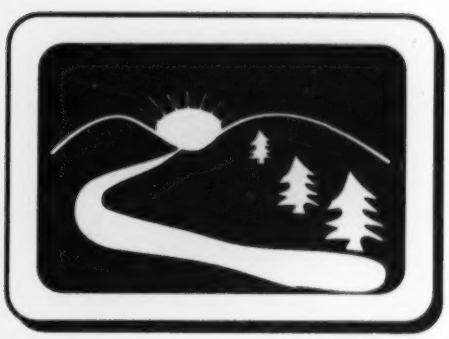
6. Since spelling bees were very popular long ago, hold a class spelling bee.

Music



1. Teach the children pioneer songs. The *Wee Sing America—Songs of Patriots and Pioneers* book and tape set is a fantastic resource for lyrics and music especially for those who are not musically talented. The books by Robert Quackenbush such as *Go Tell Aunt Rhody, She'll Be Comin' Round the Mountain,* and *Skip to My Lou* are also good resources.
2. Teach the children simple square or circle dances. Most children's folk dance records come with simple to follow directions and diagrams. The Folk Dance Fun record by Georgiana Stewart is widely available and easily taught.
3. Combine the songs and dances the children have learned to put on a performance for younger children and/or parents. This performance can also be combined with graduation ceremonies. Be sure to have a volunteer videotape the performance. Make extra copies of the tape to lend to parents who were unable to attend.

Art



1. Sketch a still-life scene on slates or chalkboards. Students of long ago were expected to draw just what the teacher told them to in just the way that the teacher told them.
2. Teach the students a simple running or cross stitch. Have the students stitch their initials or whole name into a piece of muslin or burlap using yarn. Long ago sewing samplers was a way to practice the alphabet and sewing at the same time.
3. Make dolls using old-fashioned wooden clothes pins. Draw a face on the round end and glue on yarn for hair. Attach material scraps to make simple clothing.
4. Use stencils to decorate paper. Stencils may be purchased or designed by children on cardboard. Stencils can be filled in with paint or markers. Paper can be used as wrapping paper for another project, as place mats for graduation, or as a folder cover for APPLE VALLEY SCHOOL or other papers. Stencils were used frequently long ago to decorate furniture, floors, and walls.

Physical education

1. The book *Early Pleasures and Pastimes* from the Early Settler Life Series is a comprehensive source of leisure pursuits of long ago—including many games and activities appropriate for school children.
2. Point out play activities of today which were popular long ago including swings, see saws, hopscotch, marbles, jump rope, simple ball games, musical chairs, tag games, hoop games, etc. Depending on the equipment you have available, try some of these activities during your P.E. time incorporating the suggestions below.
3. Although most playgrounds have hopscotch courts painted on them, many children do not know how to play hopscotch. Hopscotch was played basically the same long ago except that on the way back the child kicked the marker back to the start instead of picking it up as they do now.
4. Children of long ago played with the iron hoops from old barrels. They ran races using a stick to roll the hoops. Substitute hula hoops for barrel hoops and run relay races in class.
5. The old-fashioned game of Going to Jerusalem is played just like the modern Musical Chairs. Instead of using a record, try the game using live music. Consider having half the class play at a time or have two separate sets of chairs to minimize confusion.
6. Try the tag game called Blindman's Buff (or Bluff as we call it now). Blindfold one child who has to catch and identify another player who then becomes "it."
7. Children of long ago created their own original games using the limited equipment which could be found around the home.
   a. To simulate this experience divide the class into small teams. You may want to use family groups and combine some of the smaller families.
   b. Give each team two or three simple household implements and tell them to create an original game. Implements might include brooms, buckets, mops, sponges, empty cans, rags, big spoons, etc.
   c. Each team should be able to demonstrate how the game is played, how points are scored, and how the game is won.

TT
TEACHING TIP

Following this creative P.E. activity, parents reported that some of my students were ignoring their expensive, store-bought toys in order to play with household "junk." A few even cut back on videogame time.

TEACHER RESOURCE LIST - 1

Records and tapes

Folk Dance Fun by Georgiana Stewart, Kimbo Educational. The record contains simple folk songs and dances from many countries. The American Virginia Reel is especially appropriate.

Wee Sing America—Songs of Patriots and Pioneers by Conn Beall and Susan Hagen Nipp. Price Stern Sloan, Inc., Los Angeles, 1987. Children love the catchy songs in this book and tape set. Useful background information and illustrations are provided with many of the songs.

Magazines

"School—100 Years Ago," Supplement to *Learning 88,* September 1988. The article is accompanied by a poster with excellent photographs and real arithmetic problems from long ago.

Cricket, June 1988, Volume 15, Number 10. This historical magazine for children contains an article on frontier schools with authentic photographs and diary quotations.

Books

Abraham Lincoln by Ingri and Edgar Parin d'Aulaire, Doubleday and Company, New York, 1939. This Caldecott Medal Winner tells the story of Abraham Lincoln from his earliest childhood days in the wilderness until he is President and leads his country through the Civil War. The illustrations of the interiors of log cabins and early schools are particularly good.

Addie Across the Prairie by Laurie Lawlor, Albert Whitman and Company, Niles Illinois, 1986. Nine-year-old Addie travels with her family from Iowa to the Dakota territory by covered wagon. Addie must adjust to the hardships of the prairie, including life in a sodhouse and fear of Indian attacks.

All Us Come Cross the Water by Lucille Clifton, Holt, Rinehart and Winston, New York, 1973. In this modern story, a young black boy faces questions in school about his heritage.

The Best Town in the World by Byrd Baylor, Macmillan, New York, 1982. A boy recounts how his father thought everything was best in the small town in the Texas hills where he grew up. Wonderful illustrations of small town life.

Bunny Rabbit Rebus by David A. Adler, Thomas Y. Crowell, New York, 1983. This is a modern story told with rebuses which were often used to teach reading long ago.

Caddie Woodlawn by Carol Ryrie Brink, Macmillan Publishing Company, New York, 1935. This Newberry Medal Book is based on real stories of the author's grandmother. Although the reading level is more difficult, chapters read aloud are very enjoyable. The PBS production of the book is excellent.

TEACHER RESOURCE LIST - 2

Chang's Paper Pony by Eleanor Coerr, Harper and Row, 1988. A young Chinese immigrant during California's Gold Rush faces discrimination as he struggles to learn English and to earn money to buy the pony for which he longs.

Children of the Wild West by Russell Freedman, Clarion Books, New York, 1983. Historical photographs with explanatory text present a picture of life in the American West from 1840 to the early 1900s. A full chapter is devoted to frontier schools.

Daniel's Duck by Clyde Robert Bulla, Harper and Row, New York, 1979. Living in a log cabin in the mountains of Tennessee, Daniel decides he hates the duck he has carved until the best woodcarver in Tennessee admires it. Contains good illustrations of family life and activities.

Dakota Dugout, by Ann Turner, Macmillan Publishing Company, 1985. A woman tells her granddaughter about her life as a young bride in a sod house on the Dakota prairie. This picture book gives an eloquent portrait of the joys and sorrows of pioneer life.

Death of the Iron Horse by Paul Goble, Bradbury Press, New York, 1987. This book tells the true story of the wreck of a train by the Cheyenne Indians in 1867. Tribes had opposed the construction of the railroads through their lands.

The Drinking Gourd by F. N. Monjo, Harper and Row, 1970. In New England before the Civil War, a young white boy and his father help a black family escape on the Underground Railroad. Vividly illustrates the disparity between the lives of black and white children of the time.

Early Schools by Bobbie Kalman, Crabtree Publishing Company, New York, 1982. This is the most comprehensive source on early schools available. It features tremendous amounts of information in a cleverly written text with photographs and other illustrations on every page. It is part of the Early Settler Life Series. Other especially relevant titles include *Early Settler Children, Early Family Home, Early Pleasures and Pastimes*, and *Early Settler Activity Guide*. The address of Crabtree Publishing Company is 350 Fifth Avenue, Suite 3308, New York, NY 10001.

Go Tell Aunt Rhody by Robert Quackenbush, J. B. Lippincott, Philadelphia, 1973. This popular pioneer song of unknown origins is told using rebuses, pictures substituted for words. Rebuses were a popular way to help children to learn to read long ago. Music, games, and recipes related to the song are included.

TEACHER RESOURCE LIST - 3

How Many Days to America? by Eve Bunting, Clarion Books, 1988. A modern day portrait of immigration to America from the Caribbean. This picture book helps children to see the continuing problems facing refugees through the eyes of the children involved.

I Can Read About Pioneers by C. J. Naden, Troll Associates, 1979. This easy to read information book makes a good resource for extra credit reports.

If You Traveled West in a Covered Wagon by Ellen Levine, Scholastic, Inc., 1986. Information about westward movement is given in a question and answer format which children enjoy.

Indian Summer by F. N. Monjo, Harper and Row, 1968. Matt and Toby, who are in charge of protecting the family while their father is away, suspect that their cabin will be attacked by Indians. This easy reader shows the responsibilities and perils faced by children in pioneer times.

The Josefina Story Quilt by Eleanor Coerr, Harper and Row, 1986. Faith begs to bring her pet hen, Josefina, along on the family's journey to California by covered wagon in 1850. Faith makes a quilt about the adventures they have on the journey.

Kirsten Learns a Lesson: A School Story, by Janet Shaw, Pleasant Company, 1986. Kirsten, a young immigrant girl from Sweden, starts school in 1854 Minnesota. This book is part of the American Girls Collection. Contact the Pleasant Company by mail or phone for a catalogue of products and for further information regarding their new Doll Lending Program. 8400 Fairway Place Middleton, WI 53562-0998. 1-800-845-0005.

Little House on the Prairie by Laura Ingalls Wilder, Harper and Row, New York, 1935. All of the books written by Laura Ingalls Wilder make the pioneer era come alive for young people. Television reruns of Little House on the Prairie are shown in many areas of the country. Taping a few episodes, especially if they deal with school incidents, would be very useful. Other books by the author which are sited in this simulation include *Farmer Boy, Little Town on the Prairie,* and *On the Banks of Plum Creek.*

Little Runner of the Longhouse by Betty Baker, Harper and Row, 1962. Little Runner tries to trick mother into trading him for some maple sugar. This easy to read book gives a good child's perspective of Indian homelife and customs.

Long Way Westward by Joan Sandin, Harper and Row, New York, 1989. In this sequel to *The Long Way to a New Land,* the hardships faced by a Swedish immigrant family as they journey from New York to Minnesota are told in detail. Good descriptions of travel by railroad and steamship are included.

TEACHER RESOURCE LIST - 4

The Long Way to a New Land by Joan Sandin, Harper and Row, 1981. This easy reader tells the story of a Swedish family on their way to America in 1868. The reasons for leaving Sweden and the hardships of the journey are clearly described.

Meet Kirsten by Janet Shaw, Pleasant Company, 1986. Kirsten's journey from Sweden to America is chronicled in this first book in the Kirsten American Girl Collection.

Molly's Pilgrim by Barbara Cohen, Lothrop, Lee & Shepard Books, New York, 1983. A young Russian immigrant girl struggles to find acceptance in an American school. The meaning of the word pilgrim is explored in this Thanksgiving story.

My Great-Aunt Arizona by Gloria Houston, Harper Collins, 1992. In this true story an Appalachian girl, Arizona Houston Hughes, goes to school in a one-room schoolhouse, is forced to quit when her mother dies, eventually finishes school, and becomes a teacher in the same one-room school.

Nettie's Trip South by Ann Turner, Macmillan, *New* York, 1987. A 10 year old northern girl encounters the ugly realities of slavery when she visits Richmond, Virginia and sees a slave auction.

Ox-Cart Man, by Donald Hall, Viking Press, New York, 1979. The story of a farmer's trip to the market gives a detailed picture of family economies of long ago and the important place children played in them. A Reading Rainbow video is available for this book.

The Patchwork Quilt by Valerie Fluornoy, Dial Books for Young Readers, New York, 1985. Young Tanya takes over the completion of a special family quilt when her grandmother becomes ill. A Reading Rainbow video is available.

Pioneer Cat by William H. Hooks, Random House, 1988. A young girl smuggles a cat aboard the covered wagon as her family heads west on the Oregon Trail.

The Quilt Story by Tony Johnston, G.P. Putnam's Sons, New York, 1985. A pioneer mother lovingly stitches a quilt which warms and comforts her daughter, Abigail. Many years later another mother mends and patches it for her little girl.

Sam Johnson and *the Blue Ribbon Quilt* by Lisa Campbell Ernst, Lothrop, Lee and Shepard Books, New York, 1983. While mending the awning over the pig pen, Sam discovers that he likes sewing. So when the Women's Quilting Club will not allow him to join, he starts a rival Men's Quilting Club.

She'll Be Comin' Round the Mountain by Robert Quackenbush, J. B. Lippincott Company, Philadelphia, 1973. This popular song was sung when the great railroads were being built across America. This illustrated version of the song can also be used as a play.

TEACHER RESOURCE LIST - 5

Skip to My Lou by Robert Quackenbush, J. B. Lippincott Company, Philadelphia, 1975. This song was popular with pioneers who traveled by flatboat to settle in Kentucky and Tennessee in the 1830s. Music and instructions for dancing "Skip to My Lou" are included.

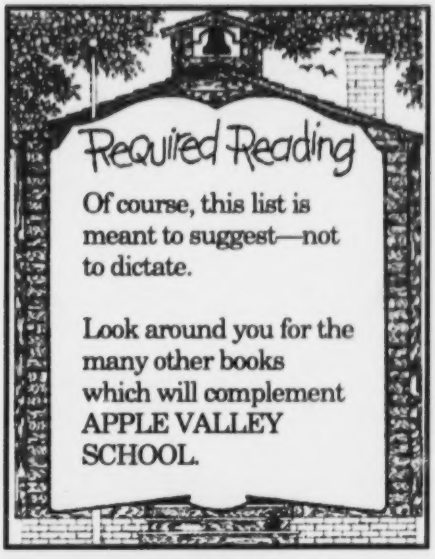
A True Book: Pioneers by Dennis B. Fradin, Children's *Press*, Chicago, 1984. Easy-to-read background information of the period with excellent illustrations makes a great report resource.

Wagon Wheels by Barbara Brenner, Harper and Row, 1978. A young black boy describes the adventures of his pioneer family in Kansas in the 1870s. The family builds a dugout for the winter, is rescued from starvation by friendly Indians, survives a prairie fire, and makes a long journey to a more desirable location.

Watch the Stars Come Out by Riki Levinson, Dutton, New York, 1985. A grandmother tells about her mother's journey to American by boat many years ago. A Reading Rainbow video is available for this book.

A Weed is a Flower: The Life of George Washington Carver, by Aliki, Simon & Schuster, New York, 1988. This biography tells the life of a man born a slave who becomes a famous scientist. The scene where Carver is looking in the window of a school where white children are receiving the education he has been denied is especially poignant.

What's the Difference—Then and Now by Heather Amery, Usborne EDC Publishing. This picture book shows detailed scenes from daily life now and long ago on opposing pages for comparison purposes.


Required Reading
Of course, this list is meant to suggest—not to dictate.
Look around you for the many other books which will complement APPLE VALLEY SCHOOL.

STUDENT IDENTITIES - 1

You are about to begin a simulation called APPLE VALLEY SCHOOL. You will find out what it was like to go to a one-room school in the year 1854. Your school is called Apple Valley School. The simulation begins when you are given a new name, an age, and a family history. Your **Apple Valley School** teacher will tell you how you can earn points to graduate at the Top of the Class.

Listed below are the pretend families that will send children to Apple Valley School. Your teacher will read through the list with you and tell you which child you will pretend to be during the simulation. You can circle your new name on the list to help you remember. You can also write in the names of the other children in your class on the lines beside their new pioneer names. It is fun to call each other by your **Apple Valley School** names. You can even ask your parents to call you by that name. Your teacher may give you a name tag to fill out and wear around your neck in order to learn one another's new names.

Now listen carefully to your teacher in order to hear your new name and find out about your new family!

Family 1: The Baker family

Mr. and Mrs. Baker own a small farm where they grow wheat and corn. They have six school age children and one baby, Mary, who is two years old. The Bakers own three readers and four slates. Six children are of school age:

GEORGE, JR., 17 _____

ANNE, 15 _____

JACOB, 11 _____

ELIZABETH, 9 _____

WILLIAM, 6 _____

RUTH, 4 _____

Family 2: The Smith family

Mr. Smith is a widower who is raising his family and running his farm with the help of his oldest son, Jeb, who is 15 and his oldest daughter, Celia, who is 12. The Smiths own three readers and three slates. Four children go to school:

ROBBIE, 13 _____

SETH, 9 _____

TRAVIS, 7 _____

MOLLY, 5 _____

STUDENT IDENTITIES - 2

Family 3: The Swenson family

Mr. and Mrs. Swenson are newly arrived immigrants from Sweden. Their youngest child, Kevin, aged three, died on the trip from Sweden. The Swensons live on a small farm with their three surviving children. The children know little English. The children each have a reader and a slate given to them by older cousins. Here are the three children's names:

KAREN, 11 _____

KRISTIN, 9 _____

KARL, JR., 6 _____

Family 4: The Lee family

Mr. and Mrs. Lee work together at the General Store. They own four slates and five readers. They also have a globe and lots of other books at home. They have four girls in school:

MARLA, 13 _____

FRANCES, 11 _____

AMELIA, 7 _____

MARY ANN, 5 _____

Family 5: The Harris family

Dr. and Mrs. Harris live in town with their four children. The family owns two readers and two slates. The family has two set of twins:

VIRGINIA, 9 _____

VICTORIA, 9 _____

THADDEUS, 7 _____

THEODORE, 7 _____

STUDENT IDENTITIES - 3

Family 6: The Allen Family

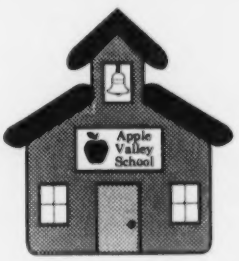
Reverend and Mrs. Allen live in a small house next to the town church. They have six children. Two babies, Ruthie, age six months, and Nehemiah, age 2 years, stay at home with Mrs. Allen. The family owns three readers and two slates. Here are the four school-age children:

MATTHEW, JR., 19 _____

MARK, 16 _____

LUKE, 10 _____

JOHN, 6 _____



Family 7: The Vallejo family

Sr. and Sra. Vallejo live on a large ranch five miles from town. They raise cattle. Their seven children speak English and Spanish. The oldest son, Juan, is 20 and helps his father run the rancho. The family owns eight readers and eight slates. The following children are in school:

EDUARDO, 16 _____

SONIA, 14 _____

ALPHONSO, 10 _____

MARIA, 9 _____

RICARDO, 5 _____

Family 8: The Jefferson family

Mr. and Mrs. Jefferson and their three school-age children are a free African-American family. Mr. Jefferson works in the livery stable, and Mrs. Jefferson is a dressmaker.

ROBERT, 12 _____

CAROLINE, 8 _____

JOSEPHINE, 6 _____

You are now ready to meet with your new family and get ready for Apple Valley School.

Good luck on your journey toward graduation!

Apple Valley School

Name: _____

Age: _____

Family: _____

_____

_____

_____

Student I.D.

Directions: Duplicate on heavy paper, (mount on cardboard?), Carefully cut out, punch the two holes, and then tie string/twine through holes to make a loop so that each ID tag can be placed around a student's neck.

Apple Valley School

Name: _____

Age: _____

Family: _____

_____

_____

_____

Student I.D.

Dear Parents,

For the next two weeks of school, we will turn back the hands of time in our classroom to the last half of the 19th century! The children will participate in a simulation called APPLE VALLEY SCHOOL. They will pretend to be students in one of the earliest public schools in our nation. They will personally experience the joys and frustrations of going to a one-room schoolhouse during the rough and tumble pioneer days. They will develop a sense of our early history as they explore this special time in our past.

You can enrich your child's experience in several ways. First, share your own personal memories of your school days. How have things changed? Are some things still the same? This would be a good time to share old photographs, report cards, and other memorabilia. You might also involve your child's grandparents, if they are available.

Second, in a few days your child will bring home a list of extra credit projects about pioneer days called CHALLENGE TASKS. If your child chooses to work on a CHALLENGE TASK at home, try to be supportive of his or her efforts. You might help gather materials and offer suggestions when needed, but don't do the project for your child. Enthusiasm and effort are more important than a "perfect" diorama, story, or poem.

Finally, if you can, please volunteer to help with our end-of-the-unit graduation celebration. We want to commend our students for the time, talent, and effort they invest daily in their own education. Details of the celebration will come to you later.

Sincerely,

Teacher at Apple Valley School

SAMPLE DIARY ENTRIES

Diary Entry #1: Written by Jonathan MacIntosh, age 17

Dear Diary,

I am dreading the start of school tomorrow. I don't see why I have to go to school when I'm going to spend my life working on our farm. I already missed so much school to help at home that I don't learn much anyway.

I love working on the farm raising wheat and corn. It's hard work but I feel proud when we harvest the crops. I'm happy that my brother, Jeremy, is starting to take an interest in farming. Joseph, though, is quite a pest when he tags along after me asking a million questions.

At night after dinner, I can hardly stand to stay in the house. With Ma and Pa and my six brothers and sisters, it is very crowded and noisy in our small log cabin. It seems that my baby sister, Jane, is always crying and whining. I wish Julianna would hurry up and get married so there would be at least one less girl in the house to bother me.

I work so hard and long each day that I really don't have much time for fun. I clear land, plow fields, plant crops, harvest crops, and take care of animals. I do get to go swimming and fishing in the summer and sledding in the winter. Once school starts I guess I will get some extra free time at recess, but I'll still have to do homework and chores after school.

Diary Entry #2: Written by Kathleen Washington, age 9

Dear Diary,

School is going pretty well this year. It was very cold today so I was glad that I live in town. At least I don't have to walk as far as those poor farm kids. Luckily, we had plenty of firewood for the stove today, but I'll bet we run out by the end of the week.

I sit on the bench beside my sister, Sarah, since we have to share our slate and reader. It sure would be nice not to have to share. I think I'll ask for a new reader for Christmas. Jonathan MacIntosh is in the

same reader as I am since he misses so much school. Sarah teases him about it but I feel sorry for him.

My teacher really likes me because I am good in handwriting and spelling. I won our class Spelling Bee three times last year! It seems like my brothers, Anthony and Lawrence, are always in trouble. Today Anthony had to wear the dunce cap for not knowing his addition facts. Lawrence got a licking for fighting on the playground. Of course, Sarah came home and told on them and they got another spanking from Ma and Pa!

I like school a lot and may become a teacher myself someday.

Diary Entry #3: Written by Marta Pippin, age 11

Dear Diary,

Now that school is almost over for the year, I'm kind of sad. I really hated school at first because I didn't know much English. The teacher yelled at me and called me "dumb" and "lazy" just because I couldn't understand her. The other kids made fun of me all of the time. They laughed at my clothes, my hair, my food, and especially my poor English. Luckily Kathleen Washington became my friend and told the others to stop teasing me. She said she knows how hard it is to learn a new language.

Kathleen helped me learn to read and count this year. Once I knew my numbers in English, I could show the teacher that I am not dumb. My best subjects are math and sewing. Spelling is still very hard in English.

When school is out I will be very busy helping Mama and Papa on the farm. There is still so much to do! Papa says farm work is a man's job, but since Percy Jr. is too young to help much, I have to help with the plowing and planting. I'm not sure I will be able to go to school next year with so much work to be done at home. Papa and Mama also need me to help them with English when they talk to storekeepers in town. If I have to quit school, I'll try to get Kathleen to teach me a little after school.

SCHOOL DAYS INTERVIEW

Your name: _____

I interviewed: _____

Here are the questions I asked and the answers I received:

1. What elementary school did you attend?

2. Where was your school located?

3. How big was your school?

4. What was your favorite teacher's name?

5. What was special about that teacher?

6. What did you like most about school?

7. What did you like least about school?

8. Write your own question and answer here!

   Question:

   Answer:

Rules for Teachers: 1872

1. Teachers will fill the lamps and clean the chimney each day.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make pens carefully. You may whittle nibs to the individual tastes of the pupils.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in improper conduct will be dismissed.
7. Every teacher should lay aside from each day's pay a goodly sum of his earnings. He should use his savings during his retirement years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, visits pool halls or public halls, or gets shaved in a barber shop will give good reasons for people to suspect his worth, intentions, and honesty.
9. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty five cents per week in his pay.

Rules for Students: 1872

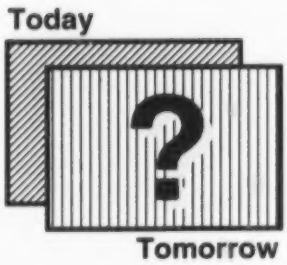
1. Respect your schoolmaster. Obey him and accept his punishments.
2. Do not call your classmates names or fight with them. Love and help each other.
3. Never make noises or disturb your neighbors as they work.
4. Be silent during classes. Do not talk unless it is absolutely necessary.
5. Do not leave your seat without permission.
6. No more than one student at a time may go to the washroom.
7. At the end of class, wash your hands and face. Wash your feet if they are bare.
8. Bring firewood into the classroom for the stove whenever the teacher tells you to do this chore.
9. Go quietly in and out of the classroom.
10. If the master calls your name after class, straighten the benches and tables. Sweep the room, dust, and leave everything tidy.

CHALLENGE TASKS - 1

You can choose to work on one or more of the CHALLENGE TASKS below in your spare time in school or at home. Each task completed will be worth extra APPLE VALLEY SCHOOL GRADUATION POINTS. If you think of another project related to pioneer life or pioneer schools, please ask your teacher to approve it before you begin.

Writing

1. Make a quill pen from a large feather. Dip it in ink and write a sentence with it.
2. Use a piece of charcoal to write on brown paper from a bag a sentence or two about pioneer schools.
3. Write a story using rebuses (pictures in place of some of the words). Share your story with the class.
4. Write a poem or short story about life in a one-room school. Share it with the class.

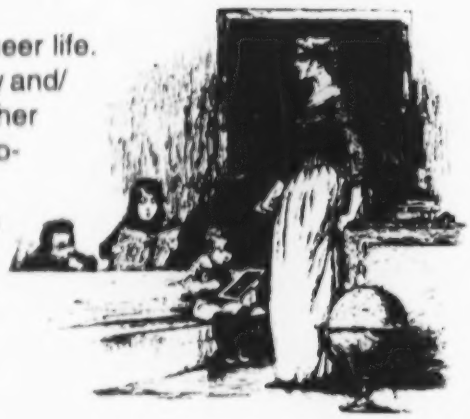


Art

1. Draw a picture of your school today. Then draw a picture of what the school might look like twenty years from now.
2. Make a diorama of a one-room schoolhouse. You may show the inside and/or outside view.
3. Draw a pioneer boy or girl wearing common clothes of the time.
4. Make your own dunce cap by rolling a paper into a cone shape. Decorate your dunce cap.

Reading

1. Read a book about pioneer life. Report on the book orally and/or in writing. Your teacher can suggest some appropriate titles.
2. Bring in old books which might have been used in schools of long ago. Share a favorite page with the class.



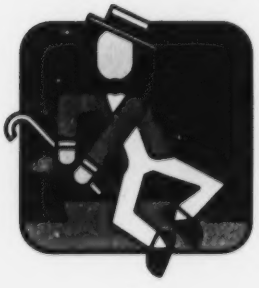
CHALLENGE TASKS - 2

Drama

1. Act out a story which might have taken place in a one-room schoolhouse. You might show a student getting into trouble with the teacher or the frustration of an immigrant child learning English.

Note: The popular TV series *The Little House on the Prairie* is now out on video tape cassettes ...

2. Watch a television show or movie about pioneer times. Report to the class on what you learned.



Music/Dance

1. Make a homemade instrument to share with the class.
2. Sing a song from pioneer days. Songs might include *Oh, Susanna, Sweet Betsy from Pike, I've Been Working on the Railroad, Shoo Fly,* and many others. Can you explain the meaning of the words?
3. Work with several friends to learn a simple pioneer dance such as *Skip to My Lou* or *Old Brass Wagon.* Perform the dance for the class.

FATE

You won the Apple Valley School Spelling Bee. **Add 25 points.**

CARD

FATE

You recited the poem, Apple Blossom Days, very well. **Add 10 points.**

CARD

FATE

You were late to school because you could not catch the cow to milk her. **Subtract 5 points.**

CARD

FATE

The teacher let you help the younger students in math. **Add 15 points.**

CARD

FATE

Your family has been picked to "board" the teacher this month. **Add 10 points.**

CARD

FATE

You spilled apple cider on your reader. **Subtract 5 points.**

CARD

FATE

You were caught fighting at school. **Subtract 5 points.**

CARD

FATE

You were caught playing cards at school. **Subtract 10 points.**

CARD

FATE

You were caught climbing the apple tree. **Subtract 5 points.**

CARD

FATE

You wore long fingernails to school. **Subtract 2 points.**

CARD

FATE

The teacher let you help the younger students in reading. **Add 15 points.**

CARD

FATE

You swore on the playground! **Subtract 8 points.**

CARD

FATE

You won a writing contest with your essay called, "The Historical Importance of Johnny Appleseed." **Add 20 points.**

CARD

FATE

You were late to school and did not light the schoolroom fire on time. Everyone is cold and angry. **Subtract 10 points.**

CARD

FATE

You came to school with a dirty face and hands. **Subtract 2 points.**

CARD

FATE

You broke your slate! **Subtract 10 points.**

CARD

FATE

Your parents **sent** an extra load of firewood for the **class**. **Add 6 points.**

CARD

FATE

You drew a picture of an apple tree exactly as your **teacher** told you! **Add 20 points.**

CARD

FATE

Your beautiful **handwriting** is displayed in class. **Add 15 points.**

CARD

FATE

You missed a math problem. **Wear the dunce cap for 5 minutes or subtract 5 points.**

CARD

FATE

You catch a **frog** while on your way home from school. Roll a die. If the number is even, you **add 10 points** for bringing the **frog** to school for a science lesson. If the number is odd, you **subtract 10 points** for putting the frog down another child's shirt.

CARD

FATE

You were the **fastest** counter in an abacus race. **Add 15 points.**

CARD

FATE

You dipped a girl's **braid** in an inkwell! **Subtract 5 points.**

CARD

FATE

You memorized your seven continents. **Add 7 points.** Add two additional points for **each** continent that you can name right now!

CARD

FATE

You memorized the five Great Lakes. **Add 5 points. Add** two additional points for each **Great** Lake that you can name right now!

CARD

FATE

Your mother got sick and you had to stay home to care for her and younger brothers and **sisters. Subtract 5 points** if you are over 10 years old.

CARD

FATE

You memorized the names of each of the states. **Add 25 points.** Add an additional two **points** for each state that you can name right now!

CARD

FATE

Your father fell off a ladder while picking apples. You will need to help out at home for the next week. **Subtract 10 points** if you are over 9 years old.

CARD

FATE

You memorized the names of the state capitals. **Add 25 points.** Add an additional two points for each state capital that you can name right now!

CARD

FATE

You discover a beehive in the forest. Roll a die to determine your fate. If you roll an even number, you harvest the honey to share with your classmates and **add 15 points**. If you roll an odd number, the bees sting you and you miss a week of school. **Subtract 10 points.**

CARD

FATE

You were a hero for saving a younger child who fell into Raven Pond. **Add 30 points.**

CARD

FATE

Your science project on apple growing won a prize. **Add 15 points.**

CARD

FATE

You knocked over the school's water barrel. **Subtract 5 points.**

CARD

FATE

You earn extra money helping a neighbor mend his fence. You buy a new reader with the money. **Each** of your family **adds 10 points.**

CARD

FATE

A blizzard hit and you can't get to school unless you live in town. **Subtract 10 points** if you live on a farm. **Add 10 points** if you live in town.

CARD

FATE

Your pet lamb is sick. Stay home to nurse him. **Subtract 5 points.**

CARD

FATE

A fire destroyed your barn. If you are over 11 years old, you must help out at home. **Subtract 10 points.**

CARD

FATE

You called another student a name. **Subtract 5 points.**

CARD

FATE

Mother needs help with making apple sauce. If you are a girl, miss school two days. **Subtract 10 points.**

CARD

FATE

You tattled on another student. **Subtract 5 points.**

CARD

FATE CARD

You bring an apple for the teacher. **Add 10 points.**

FATE CARD

You play hooky for the day and go fishing. **Subtract 10 points.**

FATE CARD

Your parents help paint the schoolhouse. **Each** member of your family **adds 15 points.**

FATE CARD

Coyotes attack your prize lamb. You miss school to care for your lamb. **Subtract 5 points** if you live on a farm.

FATE CARD

Snow is on the ground and you have no shoes. Stay home and **subtract 5 points.**

FATE CARD

Spring rains cause river to overflow. If you live along the river, all of your family must stay home to help until the flood waters go down and you are safe. **Subtract 10 points** from all family members.

FATE CARD

The weather is so hot that you fall asleep in class. **Subtract 5 points.**

FATE CARD

Worms are attacking the apple crop! If you live near apple orchards, you must stay home to help. **Subtract 5 points.**

FATE

Your school has a picnic for a student's birthday party. You win the Apple Bobbing Contest. **Add 15 points.**

CARD

FATE

The Apple Valley Bank has been held up! The robbers are hiding somewhere in town. Miss school if you live in town. **Subtract 5 points.**

CARD

FATE

You skip school to go fishing along the river. Roll a die. If the number is even, you spot a wolf and decide not to skip school after all! **Add 5 points**. If the number is odd, you hook a large fish which gets away. Your parents see your sunburn and know that you skipped school. **Subtract 10 points.**

CARD

FATE

A fire starts in the stables when a horse kicks over a lantern. The fire spreads quickly through the section of town east of Cider Drive and Johnny Appleseed Way. If you live in this part of town, miss school for three days. **Subtract 15 points.**

CARD

FATE

You offer to help tidy up the Apple Valley Cemetery. **Add 20 points.**

CARD

FATE

A giant fire starts in the forest. If you live in town, roll the die. If you roll an even number, winds blow towards the south and your home is saved. **Add 5 points**. If you roll an odd number, winds blow the fire north and the town of Apple Valley is threatened. You miss school to fight the fire. **Subtract 5 points.**

CARD

FATE

Grasshoppers are attacking the corn and wheat fields! If you live on a farm which grows these crops, all of your family must stay home to help. **Subtract 5 points** from all family members.

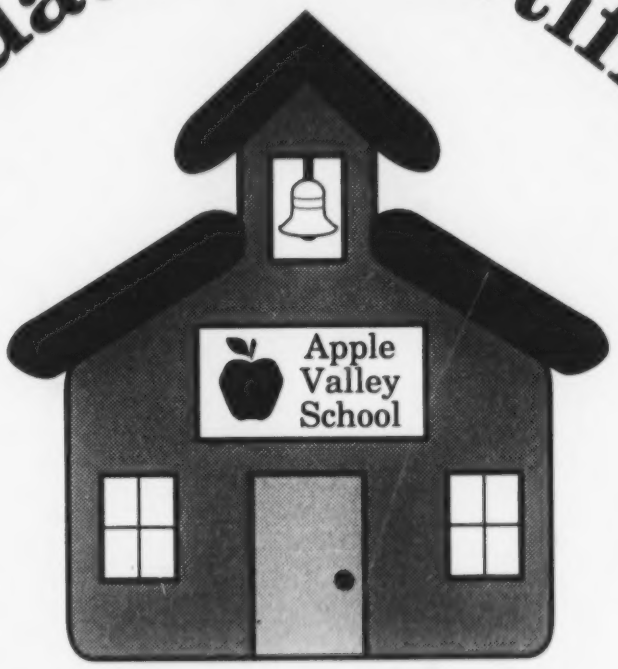
CARD

FATE

You make a map of Apple Dumpling Island for a school project. **Add 15 points.**

CARD

Graduation Certificate



Awarded to

_____

for successfully completing all the required lessons.

Conferred this _____ day of _____ , 18 _____ .

_____

Teacher

Apple Valley School
1 Graduation Point
Apple Valley School
5 Graduation Points
Apple Valley School
10 Graduation Points
Apple Valley School
10 Graduation Points
Apple Valley School
20 Graduation Points
Apple Valley School
20 Graduation Points
Apple Valley School
50 Graduation Points
Apple Valley School
50 Graduation Points

TRAVELING TRUNK

Directions: Cross out the things you could leave behind when packing for a long trip or move. Circle the seven things you would most want to take along.

toothbrush	food
coat	pillow
dog or cat	stuffed animal
family photo album	sleeping bag
clothes	vitamins
favorite book	hairbrush
bed	soap
water	extra shoes
video game	pencil and paper

Explain why you chose to take one of the things above.

_____

_____

_____

_____

If you could bring just one more thing, what would you choose?

_____

_____

_____

_____

MAP OF WESTWARD MOVEMENT

Key

- Color 1: East Coast
- Color 2: Across Applalachians
- Color 3: To the Great Plains
- Color 4: To the West coast
- ⬅ Movement of Native Americans

APPLE VALLEY SCHOOL

SAMPLE

A simulation of pioneer life in a one-room schoolhouse

STUDENT GUIDE

You are about to begin a simulation called APPLE VALLEY SCHOOL. You will find out what it was like to attend a one-room school about 100 years ago. Your school is called Apple Valley School. The simulation begins when you are given a new name, age, and family history. Your pioneer teacher will tell you how you can earn points to graduate from Apple Valley School at the Top of the Class.

Listen to your teacher now to hear your new name and find out about your new family!

BACKGROUND ESSAY

SAMPLE

Why schools were established

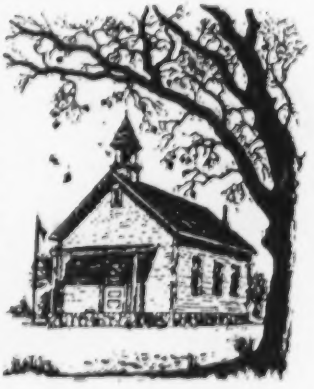
Children learned in other ways before schoolhouses were built and schoolteachers were hired. Parents and grandparents taught children the skills they needed to survive. Boys learned how to cut down trees, build houses and barns, plant and harvest crops, and care for animals. Girls learned to clean, cook, spin, sew, and take care of younger children. Parents who wanted their children to read or to learn math had to teach them at home. Some sent them to church where the minister could teach them a little. Most early settler families were too busy working to build schools for their children.

Later families became more settled. They built houses and ran their farms smoothly. Parents thought more about providing an education for their children. They now had more time to build a schoolhouse. Parents no longer needed as much help at home. Their children now had free time to go to school and learn. Families in a community worked together to build their children a schoolhouse. They each gave a small amount of money to pay the teacher's salary.

Children years ago did not start school every year in September as children do today. Parents still needed their children to help at home during the spring and fall to plant and harvest crops. These early schools were usually open only in the winter and in the summer.

The first schoolhouses

The first schoolhouses were often built on land unsuitable for farming on roads near the center of town. Like most homes, schoolhouses were built of logs if enough trees were available. Most had dirt floors. Windows had greased paper instead of glass. Children usually sat on long benches and worked at narrow tables.



JANET FREY, the author of APPLE VALLEY SCHOOL, received her B. A. degree from the University of California at Santa Barbara. She teaches at Jamul Elementary School near San Diego, California. Besides teaching, Janet enjoys swimming, cycling, and roller skating with her husband and their two children.

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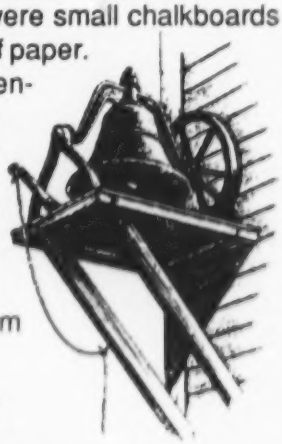
The first schoolhouses were often either too hot or too cold. Their rooms were heated by a smoky fire or a stove. Children sitting near the fire got too hot. Others far away from the fire got very cold. Summers were miserable. Many schools were built without trees for shade and without windows which could open. The schoolhouses could be as hot as an oven. It was very hard for children to learn when they were so uncomfortable.

Early schoolhouses had very little equipment. There might be only one blackboard, a map, a bell, a few books, and slates. Slates were small chalkboards that children used instead of paper. Paper was scarce and expensive. Before pencils were invented for writing, children used goose quill pens and charcoal. Children had few schoolbooks so they often brought their own books from home and shared them with other students.



The ringing bell announced the beginning of school and the end of recess.

A student's day

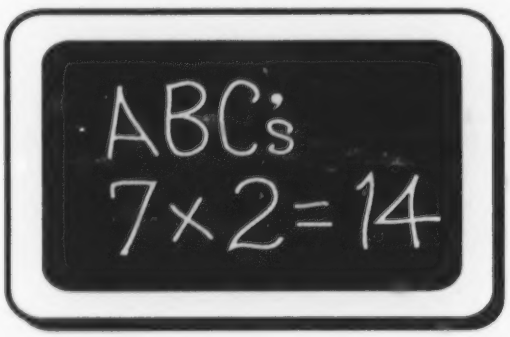
In one-room schoolhouses children of all ages learned in the same room with the same teacher. Children as young as four or five were in the same class as teenagers as old as 19. Some of the students might be even older than the teacher! Even when their ages were different, children read together in the same reader. The teacher often worked with just one or two students at a time. The rest of the class was expected to work alone or help each other.

Before coming to school in the morning, children had to wake up very early. They did their chores before they walked to school. After a long school day , children had to walk home, do homework, and finish their evening chores. Many times children were needed at home to help out with the work. If they had to miss school, they fell behind in their studies. Often the oldest child in a large family didn't get to attend school at all. Those boys and girls were needed more at home.

Lessons in early schools

Early schools had few books and little paper. Most lessons were recited aloud instead of being written down.

In early American schools teachers made sure you could write and spell and do basic math.



Schools were often called "blab schools." It was very noisy when all of the students blabbed (recited). Students were expected to memorize and recite a great deal. Things to memorize might include passages from poetry and the Bible, math facts, grammar rules, history dates, place names on the map, and spelling words.

People in the 1800s had different ideas about what was important to learn in school. Handwriting was one of the most important subjects. Children were also urged to read aloud with expression in early schools. In some lesson books sentences were written up and down across the page to show the students where their voices should go higher or lower. The most exciting part of the week was the weekly spelling bee. The best speller in the school was only second in importance to the best mathematician. Some teachers also taught practical lessons on things like farming and sewing.

Pioneer teachers often made fun of children who had trouble learning. Children had to wear dunce caps, stand in corners, or stand on blocks of wood. Some were even beaten. Certain teachers made students miss recess, clean the school, or carry firewood as punishments. When a child got in trouble at school, his brothers and sisters would often tattle to their parents. Most likely, the parents would then punish the child a second time!

A teacher's life

The first teachers in early schools were usually men. Parents expected the schools to teach their children proper morals and behavior. They felt that the only way to teach these things was to be strict and harsh. Most people felt that men were better able to punish children than women.

Teachers were generally paid very little. They usually had to stay with different families in the area. Moving from house to house during the year was called "boarding round." Teachers were expected to work very hard for their small pay. School duties included filling lamps, cleaning the chimney, bringing in water and coal, and trimming quill pens. Duties outside the school might include visiting the sick, reading to the blind, reading the sermon at church, and even digging graves. Teachers were expected to follow a very strict set of rules. They could be fired at any time if they broke the rules.

Being a woman teacher was difficult in early American schools. The job was never easy, but women teachers worked hard to teach all the children who came to their school.

It was very hard for women to get teaching jobs at first because people did not think they could discipline the children. Many of the boys might be older and taller than a young woman teacher. They often tried their best to make a new woman teacher quit. People in town were also quick to find fault with women teachers. In most towns married teachers were not allowed. A woman had to be very dedicated and determined to become a teacher in pioneer days.

Other types of early schools

Long ago there were several other types of schools besides the "blab school." These "blab schools" in one-room schoolhouses were most common in poor farming areas. Other kinds of schools were available to wealthy people and to those who lived in cities.

Many children of wealthy families were sent to expensive private "boarding schools." The word "boarding" means that the children lived at school instead of in their own homes. Children at such schools had a long day of studies and were often homesick for their families.

Many wealthy girls were sent off to "finishing schools." These schools were boarding schools where girls learned French, dancing, embroidery, and manners to finish their education. Girls at "finishing schools" also suffered from homesickness. Although they learned manners, they still thought a great deal about their parents, brothers and sisters, and their homes many miles away.

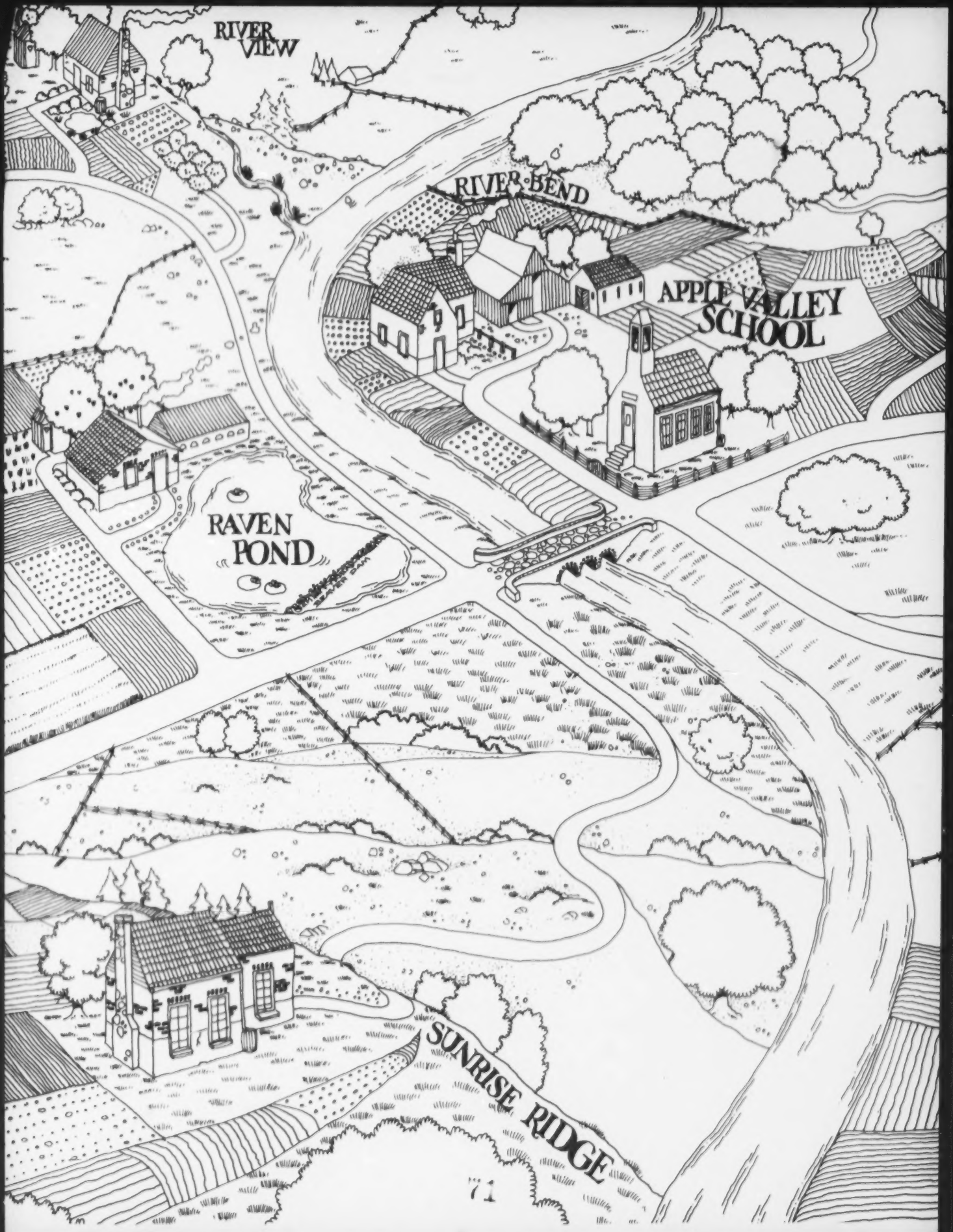
In the cities, poor children who wanted an education could be sent to "ragged" schools. These schools were called "ragged" schools because the children had little money and old and tattered clothing. At "ragged" schools the children worked to pay for their education and for their food. They all made shoes, furniture, and clothes and helped take care of the school. Any children who did not come to work or who did not do their lessons were not allowed to eat! Each night the children returned to their homes to see their parents and to sleep.

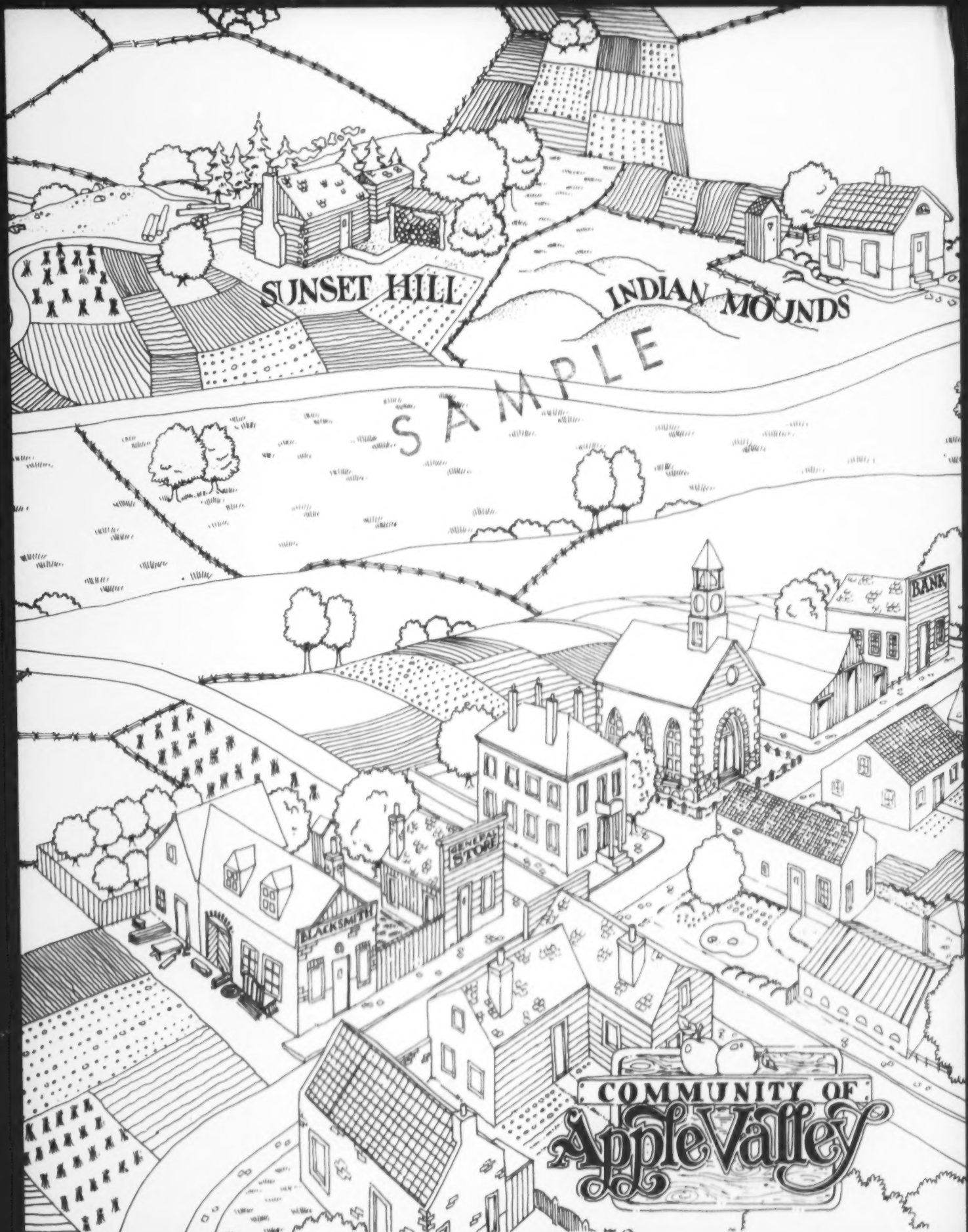
Other poor children got their education through an apprenticeship. An apprenticeship means that a trained person taught children a skilled craft like blacksmithing, silversmithing, or milling. The child would work with the expert for several years to learn the trade. These craftspeople often taught the children other things like reading, writing, and math.

The map of Apple Valley

Now turn to the next two pages. There you will see Apple Valley School and the places nearby where you and your classmates will live during this simulation. Use your imagination. Think of what it would have been like to have lived there years ago!

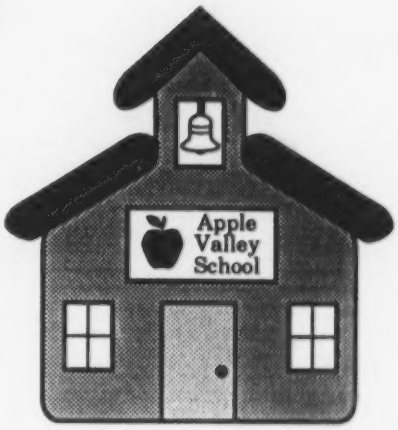
SAMPLE


RIVER VIEW
RIVER BEND
APPLE VALLEY SCHOOL
RAVEN POND
BEAVER DAM
SUNRISE RIDGE


SUNSET HILL
INDIAN MOUNDS
SAMPLE
BANK
GENERAL STORE
BLACKSMITH
COMMUNITY OF
Apple Valley

DIARY ENTRIES

Your Apple Valley School teacher will ask you to make three DIARY ENTRIES. Much of what we learn about the past comes from reading diaries kept by people of the times. You may earn extra points by writing more DIARY ENTRIES. Your teacher will read a sample DIARY ENTRY to help you get started. Remember to try to sound like your character from the past and include lots of detail.



Diary Entry 1

Before school starts, describe what life is like at home with your family. What does your home look like? How do you get along with your parents and brothers and sisters? What chores do you do before and after school? Do you have any pets? What do you do for fun? How do you feel about starting school?

Diary Entry 2

Describe how you are doing in school. What does your classroom look like? How does the teacher treat you? What are you studying? How are you getting along with the other children?

Diary Entry 3

Now that school is almost over, describe your feelings about your time at Pioneer School. What did you like most about your one-room school? What did you like least? How would you change the school? What are your plans once school is over?

SAMPLE

DECISIONS

Decision 1

Problem
Your horse got loose and it's time for school. No one else is home but you.

Solutions
1. Chase the horse until you catch him.
2. Forget about the horse and go on to school.
3. Ask a neighbor to go after the horse.
4. Go to school and at recess time go after the horse.

Choice
Which solution would you choose? Why?

Consequences
What do you think might happen as a result of your decision?

Decision 2

Problem
A boy dares you to walk the picket fence in front of the school.

Solutions
1. Do it.
2. Say, "No way!"
3. Make an excuse not to do it.
4. Dare the boy to do it himself.

Choice
Which solution would you choose? Why?

_____

_____

_____

Consequences
What do you think might happen as a result of your decision?

_____

_____

_____

EVALUATION

Just before your APPLE VALLEY SCHOOL simulation ends, your teacher may ask you to think about questions such as these.

1. What was the **most interesting thing** that happened to you during this unit?

2. Were any things about 19th century schools **better than today's schools**?

3. Are any things about today's schools **better than yesterday's schools**?

4. Tell why you believe **next year's students** in this class should or should not play the APPLE VALLEY SCHOOL simulation.